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ABSTRACT

Presented is the summary report of the Third Annual Conference of the Title VI-G Network which was designed to update learning disability (LD) professionals on pertinent program and education developments, to inform them of future trends and plans, and to offer concrete help in their present work. Introductory sections provide a schedule of the conference as well as a listing of conference participants. Following the text of the keynote address by M. Reynolds are descriptions of sessions covering the following areas: funding, monitoring, and program information from the Bureau of Education for the Handicapped; the new LD research institutes; improvement of communication between special education and regular classroom teachers; the role of the placement committee in the development of the individualized education program; review of four current research efforts; strategies for effective classroom management; remediation of LD at the secondary level; implications of recent federal legislation; special education representatives from state departments of education; evaluation designs; current practices in the assessment of LD children; behavioral approaches to assessment and programing; group process issues and approaches; delivery of special education services in rural areas; improvement in the field of LD; packaging and diffusion of a demonstration project; and helping practitioners locate and use resources. Each session summary includes information on the intended audience, purpose, format, session leader, and a brief description. (SBH)

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SUMMARY

REPORT

U.S. DEPARTMENT OF HEALTH,
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TITLE VI-G NETWORK

THIRD ANNUAL CONFERENCE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda J. Stevens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Minneapolis, Minnesota
December 5-8, 1977

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For information about this and other NETWORK publications, please write:

David P. Crandall, Ed.D.
Executive Director
The NETWORK
290 South Main Street
Andover, Massachusetts 01810

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INTRODUCTION

This report is a summary and account of the Third Annual Conference of the Title VI-G Network held December 5-8, 1977, in Minneapolis, Minnesota. The conference represented the largest gathering to date of people in the VI-G Network -- 150 participants representing 51 Child Service Demonstration Centers (CSDCs) around the country, NaLDAP staff, personnel from the Bureau of Education for the Handicapped (BEH), members of the NaLDAP Advisory Board, and five Learning Disabilities Research Institute Directors convened for the session.

The conference was designed to provide training, information sharing, linkage among centers and other LD professionals, and consultation. The overall goals were to update participants on pertinent program and educational developments, to inform them of future trends and plans, and to offer them concrete help in their present work.

Several conference features underscored the interest in communication. A Message Board invited participants to sign up for special subgroups that offered opportunities for meeting and fellowship. A Materials Display and Information Center, stocked with publications from the CSDCs, NaLDAP and the field of special education was an open invitation for participant browsing. And "linkage" was a theme reiterated throughout the conference both in personal contact and in session content.

There were twenty-three sessions presented. Administrative and management topics included: "Funding, Monitoring, and Program Information From BEH," "The Management Game: A Simulation," and "Strategies for Effective Classroom Management." Sessions on LD practice and concern included: "The New LD Research Institutes: Who and What They Are," "Teacher-Constructed Instructional Materials," "Implementing, Monitoring, and Evaluating the IEP: Implications and Procedures," "Remediating Learning Disabilities at the Secondary Level: Can It Be Done?," "Special Education Representatives from State Departments of Education," "Current Practices in the Assessment of Learning Disabled Children: Critical Examination and Future Directions," and "Delivering Special Education in Rural Areas."

Three sessions addressed communications: "Improving Communication Between Special Education and Regular Classroom Teachers," "Creating Teams: Group Process Issues and Approaches," and "Packaging and Diffusing Your Demonstration Project." There were two special sessions: "Implications of Recent Federal Legislation," a presentation with group discussion, and "Visits to the Minneapolis CSDC: 'Step Up With SIMS'."

NaLDAP Project Director Max McConkey noted in the opening address of the conference that certain key groups had contributed greatly to the organization and facilitation. He thanked the NaLDAP staff, BEH personnel, and staff of the local Minneapolis and St. Paul CSDCs who helped with the coordination of the conference. In addition, NaLDAP gratefully acknowledges the many presentors who contributed so significantly to the success of the conference.

CONFERENCE SCHEDULE

Tuesday, December 6, 1977

TIME	SESSION	SESSION LEADER
8:45 a.m. - 9:00 a.m.	Registration	
9:00 a.m. - 10:00 a.m.	Opening Session/Linkage Activity	Max McConkey Marty Williams Marie Blackburn
10:00 a.m. - 10:15 a.m.	Break	
10:15 a.m. - 11:15 a.m.	Concurrent Sessions: 1. Funding, Monitoring, and Program Information from BEH 2. The New LD Research Institutes: Who and What They Are 3. Improving Communication Between Special Education and Regular Classroom Teachers 4. The Role of the Placement Committee in the Development of the IEP	 Gary Lambour Judy Fein Research Institute Directors Max McConkey John Collins Jack Ford Sue Shoemaker
11:15 a.m. - 11:30 a.m.	Break	
11:30 a.m. - 12:30 p.m.	REPEAT of Sessions 1-4	
12:30 p.m. - 2:00 p.m.	Lunch	

TIME	SESSION	SESSION LEADER
2:00 p.m. - 3:00 p.m.	Concurrent Sessions:	
	5. Diffusion Simulation	John Collins Marian Grogan
	6. The Management Game: A Simulation	Max McConkey
	7. Teacher-Constructed Materials	Mary Hopper
	8. Implementing, Monitoring, and Evaluating the IEP: Procedures and Implications	Jack Ford Sue Shoemaker
3:00 p.m. - 3:15 p.m.	Break	
3:15 p.m. - 4:30 p.m.	Sessions 5-8 CONTINUED	
5:00 p.m. - 6:00 p.m.	Secondary CSDCs Meeting	
6:00 p.m. - 7:30 p.m.	Social	

Wednesday, December 7, 1977

8:00 a.m. - 11:45 a.m.	9. SIMS Visit	Marie Blackburn Karen Nelson
8:30 a.m. - 9:00 a.m.	Coffee, Tea	
9:00 a.m. - 4:00 p.m.	Materials Display/Information Center	Sue Hulme Denise Monroe

TIME	SESSION	SESSION LEADER
9:00 a.m. - 10:30 a.m.	Concurrent Sessions:	
	10. Review of Four Current Research Efforts	Marty Williams Tanis Bryan Frank Vellutino Kathryn Fantasia Robert Mosby
	11. Strategies for Effective Classroom Management	Sue Shoemaker
	12. Remediating Learning Disabilities at the Secondary Level: Can it Be Done?	Naomi Zigmond Linda Stevens
	13. Implications of Recent Federal Legislation	Jack Ford
10:30 a.m. - 10:45 a.m.	Break	
10:45 a.m. - 12:15 p.m.	Concurrent Sessions: Linkage Period	
	14. Special Education Representatives from State Departments of Education	Max McConkey
	15. Evaluation Design: Case Studies	Marty Higgins Marty Williams
12:15 p.m. - 2:00 p.m.	Lunch	

TIME	SESSION	SESSION LEADER
2:00 p.m. - 3:00 p.m.	Concurrent Sessions: Consultant Bazaar	
	17. Current Practices in the Assessment of LD Children: Critical Examination and Future Directions	James Ysseldyke Eugene Ensminger Earl Davis Rosa Hagin Tanis Bryan Daniel Hallahan Linda Stevens
	18. Behavioral Approaches to Assessment and Programming	Sue Shoemaker Michael Epstein Kathryn Fantasia Marcie Radius
	19. Creating Teams: Group Process Issues and Approaches	Marty Williams Matt Miles
	20. Delivering Special Education Services in Rural Areas	Marian Grogan Polly Feis
3:00 p.m. - 3:15 p.m.	Break	
3:15 p.m. - 4:30 p.m.	Sessions 17-20 and Consultant Bazaar CONTINUED	
6:15 p.m. - 7:15 p.m.	Social	
7:15 p.m.	BANQUET: Speaker: Dr. Maynard Reynolds, University of Minnesota, NaLDAP Advisory Board Address: Back to Basics: A Reformulation of Project Goals	

Thursday, December 8, 1977

TIME	SESSION	SESSION LEADER
8:00 a.m. - 10:45 a.m.	9. SIMS Visit -- REPEAT	Marie Blackburn Karen Nelson
8:30 a.m. - 9:00 a.m.	Coffee and Tea	
9:00 a.m. - 11:00 a.m.	Consultant Bazaar	
9:00 a.m. - 10:30 a.m.	Concurrent Sessions:	
	21. Impacting the Field: Panel Discussion	Max McConkey Maynard Reynolds Don Stedman Earl Davis Polly Feis
	22. Packaging and Diffusing Your Demonstration Project	Marty Williams Diane Lassman
	23. Helping Practitioners Locate and Use Resources	Linda Stevens
10:30 a.m. - 10:45 a.m.	Break	
10:45 a.m. - 12:30 p.m.	Linkage Groups 24. Future Planning: Life After VI-G	Max McConkey Marty Williams

CONFERENCE PARTICIPANTS

FROM CHILD SERVICE DEMONSTRATION CENTERS:

Alabama: Alabama A&M University Interdisciplinary Child Service Demonstration Center

Jerry Fields Freddie Stewart

Alabama: Project MELD: Molding Education for Learning Disabled Students at the Junior High School Level

Susan Trant

Arizona: A Model Demonstration Center and Alternate Curriculum Project for Secondary School Aged Learning Disabled Students

Kay Myers Douglas Wiseman

Arkansas: Northeast Arkansas CSDC Cooperative: A Model Child Service Demonstration Center for SLD Children in a Rural Multidistrict Area

Paulette Wagner

California: Frostig Model Demonstration Center for Children with Specific Learning Disabilities

Mario Pascale Donald Prickel

California: California Child Service Demonstration Center System (CSDCS)

Theodora Blumberg, Sacramento Vera Cruze, San Mateo

Amy Eggers, San Francisco Velma Elliott, Alameda

Mary Hopper, San Diego Gwen Johnson, Redlands

Marcie Radius, Castro Valley Anne TeSelle, Sacramento

Gay Whitescarver, Hacienda-LaPuente

Connecticut: Project OLA: Opportunity for Learning Adventure

Helen Paris

Florida: Operation Divert: A Demonstration/Service Project for Specific Learning Disabled Juvenile Offenders

Joseph A. Cox Bradley Proctor

Georgia: Project ACTION: A Model Child Service Demonstration Center Emphasizing the Adjustment of the Child's Teaching Based on an Interdisciplinary Orientation to Needs

Eugene Ensminger Mary Ben McDorman

Joan Teach

Georgia: Project TIME (Teachers Involved in Multidisciplinary Education): A Model Demonstration Center for Children with Learning Disabilities

Paula Ebrahimi

Hawaii: Demonstration Teaching and Program Delivery Models for Young Children with Specific Learning Disabilities

Linda Warren

Idaho: A SCAT (Support, Competency Assistance, and Training) Team Model to Enhance Quality Services to Children

Linda Carscallen Fred Russell

Judy Secrist

Illinois: Project EXCEL: Experimental Classroom for Exceptional Learners

Michael Epstein

Indiana: Ball State University Child Service Demonstration Center for Children and Young Adults with Specific Learning Disabilities

Anita DeBoer

Kansas: Coping Skills and Strategies for High School Learning Disabled Students

Steven Carlson

Kentucky: Central Kentucky Diagnostic-Prescriptive Educational Services Center

Misha Phillips

Kentucky: A Career/Vocational Education Project for Learning Disabled Students

Barbara Bailey Mary Jo Banta

Betty White

Massachusetts: Child Service Demonstration Resource Center

Anne L. Connolly

Massachusetts: Project OPEN: Optimal Procedures for Educational Needs

Gale Caliri

Paula Downs

Minnesota: Step Up with SIMS (Systematic Instructional Management Strategies)

Marie Blackburn

Wendy Millam

Karen Nelson

Minnesota: Special Education Program for Adjudicated Children with Learning Disabilities

John Arolla

Storm Carroll

Fred Germ

John Haugen

Donna Miltich

Mike Prosnick

Wendy Stingle

Minnesota: Minnesota Learning Disabilities Consortium (MLDC)

Kay Johnson

Beth Sullivan

Alfred Urzi

Missouri: Mainstreaming Secondary Learning Disabled Students Through Interdisciplinary Teams and Individualized Management Systems

Robert Mosby

Edwin Tenny

Montana: Demonstration for Specific Learning Disabilities

Evelyn Rudy

Ruth Tiegs

Nevada: Specific Learning Disabilities Child Service Demonstration Center

Ben Domenichi

New Hampshire: Strafford Learning Center's Child Service Demonstration Center

James Clancy

New York: New York State Senate Multidisciplinary Intervention Model

Frank Vellutino

New York: Model Program of Educational Intervention for Children with Specific Learning Disabilities

Ruth Gottesman

New York: A Learning Opportunity Center for Community College Students with Specific Learning Disabilities

Irwin Rosenthal

New York: Interdisciplinary Model for the Prevention of Learning Disabilities

Rosa Hagin Henrietta Kreeger

New York: A Program to Facilitate Learning for Children with Specific Learning Disabilities: An Interdisciplinary Diagnostic Teaching Model

Rachelle Mayer Selma Sapir

New York: Bilingual Supportive Learning Child Service Demonstration Center

Maria Alvarez Judith Colon

North Carolina: Project I DARE (Interdisciplinary Approach to Regular Education)

Robert T. Carr

North Carolina: Child Service Demonstration Center for Replication of Mainstream Environments for Children with Specific Learning Disabilities

Robert E. Carmichael Jean D. Owen

Ohio: Project Expand: A Child Service Demonstration Center to Provide Services for Learning Disabled Children in the State of Ohio

Dianna Meeth Shirley Moorehead

Vern Simpson

Oklahoma: Oklahoma Child Service Demonstration Center for Secondary Students

William Childress — Deborah Murphy

Oregon: Oregon Child Service Demonstration Center Project

Thomas D. Rowland — Darlene Westendorf

Pennsylvania: Project COPE: Coordination of Prescriptive Environments

Louise Plitt

Pennsylvania: Improved Individual Instruction Program (IIP)

Bonnie Minick

Pennsylvania: Child Service Demonstration Center for Urban Secondary Students with Learning Disabilities

Theresa Laurie — Micheline Stabile

Naomi Zigmond

Pennsylvania: West Chester Child Service Demonstration Center for Children with Specific Learning Disabilities

Russell Dusewicz — Patricia Roberts

Puerto Rico: Puerto Rico Child Service Demonstration Center

Carmen Acosta

South Carolina: Fairfield County Learning Disabilities Child Service Demonstration Project

Betty Brown — Mary Joyce Harper

Tennessee: PASS (Psychoeducational Agency/School System) II Model Project

Lynn S. Mott

Texas: Precision Teaching Model: A Model Demonstration Center for Secondary Learning Disabled Students

Constance Dembrowsky — Linda Harms

Kathy Kahn — Charles Meisgeier

Linda Menius

Virginia: Virginia Child Service Demonstration Learning Disabilities Center

Mayson Moore-Capo

Virginia: Project COPE: A Curriculum for Learning Disabled High School Students Designed to Meet Objectives of Adult Functional Competency

Irene Nassor

Washington: Project CHARTS: Changing Achievement Rates of Teachers and Students

Kathryn Fantasia

Washington: Child Service Demonstration Center for Teachers of Children with Specific Learning Disabilities in Rural and Isolated Areas

Sabra Martin

Karen Swoope

West Virginia: Raleigh County Learning Disabilities Demonstration Center

Effie Ayers

Wyoming: Child Service Demonstration Center in Learning Disabilities -- Regional and Statewide Technical Assistance

Patrick Mulhall

RESEARCH INSTITUTE:

Dale Bryant

Donald Deshler

Daniel Hallahan

Richard Shieffelbusch

James Ysseldyke

NALDAP ADVISORY BOARD:

Tanis Bryan

Earl Davis

Matthew Miles

Maynard Reynolds

Donald Stedman

SPECIAL EDUCATION AGENCIES:

Alabama -- Montgomery

Jackie Pierce

Illinois

James Stowell

Indiana -- Indianapolis

Fred Kladder

Louisiana -- Baton Rouge

Norma-Jean Smith

OTHER INVITED GUESTS:

Nebraska -- Hastings

Polly Feis

BUREAU OF EDUCATION FOR THE HANDICAPPED (BEH):

Allen Dittmann

Judith Fein

Gary Lambour

NATIONAL LEARNING DISABILITIES ASSISTANCE PROJECT:

Frances Brooks

John Collins

John J. Ford III

Marian Grogan

Susan Hulme

David A. "Max" McConkey

Denise Monroe

Maureen Moore

Margaret Noel

Susan Shoemaker

Linda Stevens

Martha Williams

KEYNOTE ADDRESS

BACKING UP TO THE BASICS

by Maynard C. Reynolds
University of Minnesota

A Call to Basics

Several months ago, while visiting the NaLDAP offices as a member of the Advisory Board, I offered a few suggestions for how NaLDAP and the several CSDCs might lift their sights to loftier topics and goals. Such short stop, "God-bless-you," advisory sessions usually are a safe business because the advisors are 1500 miles away back home before you start examining their suggestions closely. However, I've been trapped. The NaLDAP not only put me on the spot by asking me to extend my earlier remarks but scheduled this meeting in my home territory, from which I cannot walk away so easily.

As a prelude, let me recall the context of that Advisory Board meeting. It was held shortly after the peak period of discussion of "the formula" for identifying LD students - the one launched via *The Federal Register* where you take CA times one three-hundredths of IQ + .17 as a kind of grade level "expectation" and then subtract 2.5 to see if you expected the wrong things by a wide margin for some of your students. The flurry of computations that went on around the country among "LD" specialists after this trial formula was launched probably rivals the activity we can expect when we switch to the metric system.

That Advisory Board meeting (and our meeting today as well) should be understood in light of another aspect of context. Never has the field of special education had so much attention as it has this year, never has the potential for impact on education generally by special educators been so great as it is right now and never has it been so important that special educators "do it right," that they make the most telling and fundamental contributions possible.

So, at the Advisory Board meeting, several months ago in this very special year we talked about the nature of the responses to the "trial balloon" formula. It was suggested that perhaps there was a prior question to be addressed concerning the fundamentals of human classification. Before judging the formula, we needed to clarify what one reasonably expects of a classification system in education. How would we recognize a good formula or a good classification scheme if we met one - in the *Federal Register* or anywhere else? What are the criteria for judging a classification system in our context? When I say these words I have an image of a "being" of some kind from outer space hovering over our planet

watching human beings as they congregate in various ways - somewhat like the way we watch the movements and the congregates on monkey island at the zoo. And this "being" from outer space is asking - why do they congregate their children the way they do? Why did they decide to categorize some young ones as "learning disabled" and how do they do it?

We were suggesting that NaLDAP lead a movement back to basics!

Our advice to NaLDAP was related, of course, to a concept of NaLDAP itself. When NaLDAP offers services to a project it ought not, it can be argued, simply take a position on particular methods of diagnosis or teaching or other issues of professional concern. Rather, it ought to draw the attention and energies of projects to fundamental ideas that lead to the constant re-examination of positions and, hence, growth and, of course, to shared activities in such matters as dissemination.

When we identify the fundamental aspects of a topic we often discover new crossovers or intersects with disciplines, knowledge bases or literatures that might not have been apparent before. The result is a larger pool of insight and skill upon which we can draw in pursuing our work and that is heady, positive stuff!

There are so many forces these days that pull us in an opposite direction, to the sheer technicalities or to the mere surface aspects of our work. In a general vein, Paul Olson (1977) recently put it this way: "...the educational machine - well-designed technically - may well be out of control, destroying the energies of mind needed to direct the skill."[1] Federal agency staffers and associated economists often seem to be concerned with the development of incentive systems that maximize diffusion and minimize the costs of promising new programs or delivery systems. The point I want to make is not that these matters are unimportant but rather that there are so few calls for the examination of the fundamentals and that that is becoming a very costly business.

In all that I'm saying here tonight I'm assuming that ideas, or the ways we think, truly make a difference. James Reston, commenting on the recent Begin-Sadat meetings, reminded us that peace begins in the minds of men. I believe that ideas are important in the learning disabilities field as well. The ways we think about the fundamental topics of this field predispose our enactments or patterns of action. We must enlist fully the energies of the mind in service to the skilled prosecution of our projects.

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[1]Olson, Paul A. Concepts of career and general education. *ERIC/Higher Education Research Report No. 8.* Washington, D.C.: The American Association for Higher Education, 1977, p. 34.

Let's take a closer look

I have two thoughts about the identification of the foundational or pivotal ideas in a project (or set of projects) and we need to consider them simultaneously. First, we can look to the future, seeking an understanding of what is changing and how one can prepare for such changes. Second, we can examine the project scene analytically to identify the basic ideas that may be involved and that can lead us to new lines of help and inquiry. Let's take these thoughts one at a time.

Looking to the future. A basic problem of projects is similar to that of good university training programs. In the latter, one tries to prepare students with an initial or starter set of skills to make them able to function as beginning teachers or psychologists or whatever but, at the same time, to prepare them with some more fundamental abilities so that they will have the capacity to critically examine new tools, procedures, curriculums, and their own competence. If the trainees are well prepared in fundamentals, some of the starter set of skills may have to be sacrified because there just isn't time for everything; but the fundamentals will make the trainees aware of the questions as well as the answers and they will be more open to and better prepared for change and development.

So it is with projects. They need to be designed in terms of the future--at least the near future--and to be prepared to extend their usefulness in the emerging school and community context. Successful dissemination is most likely to occur when activities are timely or have good fit with the general problems, concerns and forces of their time and place.

What are some of the emerging trends and problems? If your project is to be prepared to connect with topics of emerging importance, what are they? In a moment we will try a list.

But we need also to think carefully and analytically about the nature of our projects as well. What core ideas or foundational concepts are involved? From what areas of scholarship can we draw help?

Let me illustrate this analytic process by considering with you several topics which I think might be important to many of the projects in the LD field. I shall try to delineate both some of the general trends which might be important to us and some of the core concepts of importance. The general trend topics are: mainstreaming, individualized planning and accountability, new measurement and decision systems and classification.

Mainstreaming. Events are running very rapidly in the mainstream direction. Residential institutions are emptying back to the community and special classes, centers and schools are emptying back toward regular classrooms.

Referral rates to specialized school settings at primary school levels have dropped precipitously. We are in the midst of a major renegotiation of the relations between special and regular education. Projects need to recognize this as the emerging context of their work, including dissemination activities. What are some of the basic or pivotal ideas to be examined in this context? I suggest the following as a starter list.

Consultation. Consultation skills relating to how adult-adult relationships will be conducted become of critical importance. As special education teachers, among others, emerge from their special classes and come to the regular class setting with their pupils, a whole new set of problems emerges. The literature on and skills of psychological consultation become relevant - and we've hardly started on this journey.

"Giving Away" Psychology and other special sets of functions becomes a critical matter. The decentralization of programs inherent in the mainstreaming movement requires a new mode of operations by specialists, mainly one of training rather than direct service. It assumes that the sometimes jealously protected and precious boundaries of professional specializations are in fact highly permeable.

Career change and institutional change, accommodating diversity in social structures, architecture, are among other topics of emerging importance.

Each of these topics has a specialized literature and its leading practitioners; each presents an avenue for development of quality; each represents an aspect in which a project can deal with basics and thus broaden and deepen its potential impact.

Individualized Planning and Accountability. One of the other truly notable features of the current scene is the rapidly emerging focus of planning and accountability at the level of the individual. This has crystallized most clearly in the IEP[2] process, but you see it as well in court cases - often argued around the instance of a specific child, even if relevant to a class.

Lately I've been trapped in about half a dozen meetings where I've listened to tapes and viewed the handy-dandy IEP forms that - if completed fully - will keep us out of jail. Unfortunately, there is rarely much sign of anything very fundamental or sensible involved. Now,

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[2]Individual Educational Program, as required under Federal Law PL 94-142.

presumably the IEP process was intended to bring together parents, school teachers and significant others to make plans and mutual commitments that offer promise of enhancing the lives of children. I suggest that we simply must identify some of the basics here and get on to them or we're wasting a lot of time. What might we find if we try to penetrate this domain?

Relationships of individuals and families to large bureaucratic structures. It's not obvious, I think, that we should rush ahead to maximize the amount of school-family interactions - any more than it's a good idea to maximize family/employer interactions. But we've not checked ourselves against basics here.

Clinical insights and skills are also basic, as are topics such as accessing alienated families and groups, models and levels of accountability and many other topics. Projects can help lead the way on such topics and greatly magnify their interest and impact.

Measurement and Decision Systems

When the history of this very busy period is written in the future I think it might list changes in measurement and decision systems as the most basic trend of all. I'm thinking of such particulars as -

...the emerging systems for measuring individual performance and change, without reference to norms
...the emergence of domain or criterion oriented assessments rather than norm-oriented assessments
...the closer linkage of assessment and instructional systems
...the framing of assessment questions in terms of decisions to be made, rather than just in terms of quantifying attributes
...the recovery of the concept of aptitude for its meaning to the individual (i.e., how does the individual learn best?) as against using it in an industrial ("how much do you have of some trait to sell to some institution?") framework
...assessing environments, "treatments," or instructional systems as well as individuals as a basis for a "matching" or ATI (aptitude-treatment-interaction) process.

I suspect that many of us are still doing terribly wasteful things in the measurements and decisions areas and that only few are engaged deeply in problems such as describing our treatments in quantifiable dimensions or working through "matching" processes in carefully documented forms.

Classification

I've already mentioned - in introducing my remarks - how basic are our problems on this topic of classification. We are sorely challenged - all of us - to come up with better ideas here. In the Larry P vs. Riles case in California special educators were directed to discontinue the use of individual intelligence tests in the classification of students as "educable mentally retarded" - and the class rolls in California EMR classrooms dropped precipitously by more than 20,000 in a very short period. At the same time the Congress has called for a definition of "learning disabilities," with so far no very useful response. It's time to face up to the fact that nobody - including special educators - knows quite who the handicapped are.

These categories which we've used to paint ourselves into a corner do not "carve nature at its joints." They are not all that real, or necessary and certainly not an essential starting point for services to children. How, then, do we proceed in this frustrating scene? Rarely, in any field - I suspect, has it been more important that the discussion proceed to the basics as in the case of this classification problem; and nowhere is it more urgent than in this company of leaders in the learning disability field.

Usually a distinction has been made between "mental retardation" as a term describing individuals who show a rather pervasive attenuation in cognitive development and "learning disabilities" where there is a discrepancy between general intellectual development and the development of specific functions - as in language skills.

I've always been plagued by two thoughts in relation to discrepancy-based formulations. First, how does one decide whether the discrepancy can be explained as overprediction by the tester or underachievement by the learner? Whether the onus should be on the psychologist or on the child? I believe that if we were sufficiently knowledgeable we would expect exactly the kind of performance that we get from each child. But, obviously, we are not smart enough and we continue to produce these unexpected or surprising discrepancies; and in some settings the more surprises you have the more money you get! I'm reminded in this context of Dael Wolfle's accusation of many years ago that educators tend to be "intellectual plainsmen", always preferring the flat-profile, the well-rounded person rather than the person of shapely delineated talents.

A second thought that plagues me goes back to one of my old professors. He used to remind us that in ancient Rome, children learned to speak Latin at the age of two. This fact was his reminder that what one reasonably *expects* in the way of language skills should take account of what the world is like where the child is growing up. In the same way, what we expect of a child where any complex, culturally bound learning is concerned must take account of the learning opportunities and

experiences that are available to the child. Looking just at the child, with or without a formula, is insufficient.

There are many people who deal with "expectations" at nothing more than a formula level and are quickly confused when asked to advance a decent rationale or hypothesis about them or to suggest a test for their relevance. Similarly questions concerning the purposes of classification most often go unanswered and there is broad failure to recognize how differently human classifications emerge when one is concerned with such matters as - search for etiology,
- general prognosis,
- allocation to treatment,
- or political action.

We do, indeed, need to pursue this topic to its foundations and as we do so we will find many crossovers or intersects to helpful fields of scholarship - for example to the work of those psychologists who have been looking into decision theory, of some leading biologists who always seem to catch on quickly to the nuances of classification issues and to the pioneering physicians who are looking beyond simple searches for etiology and general prognoses and are penetrating the more complex world of diagnoses and classification to reach treatment decisions.

Work on the problem of "classification" will involve attention to a broad set of concepts in the learning disabilities field, including "expectancy" and "discrepancy." It could be that the worst conceptual villain in our closet is "expectancy." All over the nation we're having to revise our notions about that hoary concept - as the severely handicapped are given opportunities to learn and then quickly outperform the predictions and expectations set for them.

Examination of our classification scheme will lead us as well to funding systems and economics. Unfortunately we've let our special funding systems get hooked to categorizing-labeling systems. Money flow is triggered at micro-level as children meet the categorical test and go on the roster - and in the process we're lead away from early, preventive work, for problems at incipient levels do not meet the categorical test. That may have been the worst feature of the famous formula - that it would lead away from earlier, preventive work.

Funding of special education programs must be moved to another payoff unit, one that honors preventive work as well as education for the most severe causalities. A profession that gets trapped out of early, preventive work has simply no decent excuses. Let me close this section by reiterating my conviction that we so badly need basic, second-order examination of the topic of classification and its many ramifications.

Conclusion

Every complex project has many possible ideational linkages, such as those cited above, which can lead to important developmental efforts, issue new challenges, and provide new outlets for impact or dissemination. You will understand that what I have said is only a brief sample of the kinds of analysis which can be made.

Projects as wholes will not always disseminate well, but perhaps aspects of their operations can be developed to a fine point and become the basis for broad influence. I'm reminded of a clinical program in this community. It's a good one. But a description of the whole clinical operation would draw little interest. It's like most federally supported projects of the past two decades. Few people know about them. Sometimes their final reports - telephone book size, usually - have been virtually unread. But within this clinical program fundamental attention was given to some of its measurement problems - and that aspect of its work has had national, even international attention, involving a wide variety of professions. It has had great impact in the aspect that it raised up to "basics."

As we move attention to the basics we open new avenues for bringing interest to our projects and for the dissemination of our ideas and products. Really good demonstrations on the basics of classification, consultation processes, "giving away" psychology, new decision systems and such matters would be of broad interest. A set of projects which took seriously the problem of classification and examined its territory with the best of scholarly help would provide a very much needed service at this point in history. The impact would be terrific!

I believe as well that projects are most likely to serve the original purposes of congressmen and others who enabled our projects when we get down to fundamentals.

So - I challenge you now as we did earlier in advice to NaLDAP to think carefully about the most basic ideas inherent in your work and how these connect with important trends in the schools; I challenge you to broaden your colleagueship with the community of scholars as you work forward on these fundamental topics. And in these ways I think you will see an expanding set of opportunities for development, impact, and dissemination of your projects.

I believe that projects and the lives of project staff members become more interesting when they work to the core - to the fundamental topics - of their enterprise. Things always seem less complete, but new directions for improvement often appear. These are the makings of careers, not just of projects - but they make good projects as well; and these are the stuff of lasting improvements in service to exceptional children.

Events are running very rapidly in your field these days - well ahead of policies and clearly examined knowledge bases. Too little time goes to thinking through what we're up to and what it might add up to down the way a few years. There is a great deal of mere formality and compliance in the air. We're consuming a rapidly increasing share of the school dollars, but possibly not in a genuinely promising way. It's time for a return to basics in projects as well as in classrooms!

EDITOR'S NOTE: *Maynard Reynolds is Chairman, Department of Psycho-educational Studies and Director, Leadership Training Institute, University of Minnesota. He is also a member of the NaLDAP Advisory Board.*

SESSION DESCRIPTIONS

EDITOR'S NOTE: Due to the nature of presentation, sessions involving simulation and small group work were not documented. The numbers corresponding to the unreported sessions are 5, 6, 7, 8, 16, and 24.

SESSION #1

FUNDING, MONITORING, AND PROGRAM INFORMATION FROM BEH

FOR: *Project managers*

PURPOSE: *To update project managers on various procedures and topics of interest, including: site visits, reporting dates, audio-visual guidelines and requirements, the Research Institutes, Title VI-G, and continuation proposals*

FORMAT: *Presentation, question and answer period*

SESSION LEADERS: *Gary Lambour, BEH Project Officer*
Judith Fein, BEH Project Officer

Gary Lambour, BEH project officer, began the session by outlining his presentation agenda. The session's four major topics were: 1) production of documents for BEH including continuation proposals, end-of-year reports, and statements of finances; 2) guidelines for production of audio-visual materials; 3) model programs, Part E; and 4) interface of CSDCs with the Research Institutes.

1. *Documents for BEH.* Dr. Lambour reminded participants that letters have already been sent to all project directors regarding the continuation proposals and statements of finances. This year, BEH has combined continuation proposals with mid-year reports so that these documents will include discussion of past, present, and future center operations. The continuation proposals are expected to be rather brief documents containing only the standard cover sheet and two budget sheets. The format for the proposals should contain:

   A. Discussion of the center's progress to date in terms of meeting established objectives, including explanation of delays in meeting objectives and the explanation of the revised time plan including compensation for lost time.

   B. Discussion of alteration in center objectives, if the objectives are different from those originally approved. (Dr. Lambour indicated that BEH is concerned with major changes in work scope and project direction, not with minor changes; major objective changes should be discussed in advance with BEH staff.)

   C. Detailed discussion of specific objectives for the second year of operation.

D. Description of redirection of activities.

E. Budget form and justification of budget items, by means of the two standard forms included with the continuation proposal letter sent to project directors.

F. Demographic data including: the number and ages of the children identified as learning disabled, number and ages of children served by the center, estimated length of time a child will spend in the center's program, and number of teachers serving children in the center.

Money would be tight during the next fiscal year, Dr. Lambour indicated. The average center budget will be approximately $115,000 to $120,000. Although the total budget for learning disabilities programs will be nine million dollars, this money will be distributed among the CSDCs, the Research Institutes, and the Model Program, Part E projects.

Continuation proposals are due in the Application Control Center by February 2 (address is included in the letter sent to project directors). Dr. Lambour reminded participants that it is well to refer to original grants when completing continuation proposals, since these documents are only read in-house and relate to a center's success in meeting its own objectives. Deadlines for other documents were also given: Finance statements are due in George Coates's office by February 2 and September 30. End-of-year reports (a summary of the year's activities or, if the project is ending, an operation summary) are due in the BEH project office by July 31.

2. *Audio-Visual Guidelines.* Guidelines for the production of audio-visual materials will be enforced more strictly in the future than in the past; Dr. Lambour began this part of his discussion with this reminder. A center could conceivably lose its grant support if a parent protests the illegal use of his/her child's picture in an A-V production. Don Jordan is responsible for coordinating the issuance of clearances for the production of A-V materials.

Don Jordan, Audio-Visual Coordinator
OE Office of Public Affairs
Room 5707
7th & D Streets, S.W.
U. S. Office of Education
Washington, D. C. 20202

Clearances for production of A-V materials are required in the following circumstances:

A. If the A-V is funded by Title VI-G monies, and if it is used for general public dissemination outside the center and viewed by individuals other than center personnel.

B. If the production costs of A-V materials by an individual center exceed $2500.00 a year.

In discussion, participants indicated several concerns regarding the issuance of A-V clearances. Dr. Lambour clarified the guidelines and specified the conditions under which clearances would be required. If any A-V production is used before an audience that is not limited to center personnel, *clearance must be obtained.* It is recommended that blanket clearance be obtained in advance for all materials that the center will produce in case public dissemination is ever desired. Talent release forms should be completed for every individual appearing in the A-V production. Wherever feasible, release forms should be obtained for every individual whose picture or photograph appears in A-V material already produced.

Don Jordan has considerable expertise in A-V production and is available to centers for assistance in developing materials. He prefers that local centers use the wording on the clearance form, since this wording has received federal approval; however, centers may modify this wording, based on local needs, after consultation with Mr. Jordan.

Finally, Dr. Lambour explained the standard disclaimer which must be placed at the end of an A-V production and which indicates that the material does not reflect endorsement by any federal agency. The forms involved in the A-V clearance procedure were included in the NaLDAP Participant Notebook.

3. *Model Programs, Part E.* Dr. Lambour turned the discussion to the explanation of the recently mandated Model Programs, Part E, for which BEH is presently developing regulations and guidelines. Public Law 95-49, Section E, under Amendment 91-230, has given permission to establish model programs for handicapped citizens, aged 5 to 21. Model Programs refer to demonstration projects utilizing various models of teaching handicapped children. Title VI-E projects will cover all handicapping conditions, including learning disabilities. Title VI-G was terminated on June 30, 1977 and funding authority for its programs has been assumed under Title VI-E. Participants were advised, however, that they may continue to use VI-G as a designation until July 31, 1978. Model Programs, Part E, will have a $3 million budget during the next fiscal year. It is estimated that it will provide funds for 23 to 25 new centers. Grant application packets will be sent out in February, proposals will be due in April, and projects are expected to receive approval in August. Every project funded by VI-G will receive a grant application packet.

Title VI-E monies are expected to be used to fund new programs, not for those already in existence. However, the method or idea utilized in a model program need not be novel, but could be an already existing idea applied in a new way or applied to a new population.

Title VI-E grants will differ in several significant ways from those approved under Title VI-G. Projects will be highly competitive, and ideas contained in grant applications will require considerable justification. All proposed activities and curriculum materials in a proposed project will need to be supported by literature reviews or data bases which justify their inclusion. Methodologies will also have to be justified in detail and supported by a sound theoretical base. A further change in the Title VI-E grant program is the expansion of the evaluation requirements for all aspects of a proposed project.

Aspects of the Title VI-E program which are retained from the VI-G program are the parent involvement component, the dissemination and replication requirements, time tables, lists of objectives, staff inservice plans, coordination with other agencies, and an advisory committee.

Dr. Lambour clarified the distinction between *regulations*, or legal restraints, and *guidelines*, or the elaboration of regulations in terms of the new legislation. The format of regulations and guidelines in the grant application packets has not yet been made final, but participants were assured that the content will be made clear to all potential applicants. Potential applicants were urged to read the grant application packet carefully, as it is carefully written to avoid redundancy. BEH is hoping that Model Programs, Part E, will be approved as a grant program, but the regulations have not yet been signed. If it is not approved as a grant program, it may be approved as an RFP (Request for Proposals) program.

4. *Research Institutes.* Dr. Lambour concluded the session with a brief description of the function of the Learning Disabilities Research Institutes. Directors and staff of CSDCs were encouraged to initiate and maintain an ongoing dialogue with the directors of the Research Institutes to maximize contact between the research component and the service component of the VI-G network. Directors of Research Institutes have expressed interest in receiving practical feedback from CSDC personnel to help set research directions.

HANDOUTS

Guidelines for the production of audio-visual materials in the Participant Notebook

SESSION #2

THE NEW LD RESEARCH INSTITUTES: WHO AND WHAT THEY ARE

FOR: *All interested conferees*

PURPOSE: *To hear from representatives of each of the five new Title VI-G funded Learning Disabilities Research Institutes; to learn about the Institutes' objectives and plans for possible linkage to CSDC projects.*

FORMAT: *Large group; brief presentation by each Institute representative followed by questions and answers*

SESSION LEADERS: *Presenters:*

Dr. Tanis Bryan, University of Illinois, Chicago Circle
Dr. Dale Bryant, Teachers' College, Columbia University
Dr. Don Deschler, Kansas University
Dr. Daniel Hallahan, University of Virginia
Dr. James Ysseldyke, University of Minnesota

Chairperson:

Max McConkey, NaLDAP

Max McConkey opened the session by introducing the program directors of the five new Title VI-G funded Learning Disabilities Research Institutes. The bulk of the session -- Mr. McConkey said -- would be devoted to short summaries from each of the directors concerning the plans, goals, and objectives of each of their Institutes; open discussion, with specific questions encouraged, would follow the five reports.

Tanis H. Bryan, co-director of the University of Illinois-Chicago Research Institute for the Study of Learning Disabilities (Project CHILD), opened the session by explaining that the Institutes' program is predicated on the belief that the definition and remediation of learning disabilities requires systematic assessment and the participation of children, teachers, and parents. Dr. Bryan stated that CHILD's research plan is theoretically based on an interactive model that assumes that the characteristics of the learning disabled child interact with the characteristics of teachers, schools, and families in critical ways that affect the child's school achievement. Therefore, to understand and to define specific characteristics, and to develop intervention programs, we must systematically look at the child in relation to other people.

The investigators of Project CHILD hope to clarify several of the terms in the definition of learning disabilities and plan to test the generality of those terms across different populations of children. Generality of terms and concepts, Dr. Bryan pointed out, is necessary for progress in the field of learning disabilities.

Dr. Bryan stated that Project CHILD's research program will be conducted by a multidisciplinary team of experts representing various areas in education, psychology, public health, and anthropology. The subjects will come from various socio-economic levels, ethnic backgrounds, and from public, parochial, and private schools; the multidisciplinary team will use a range of research techniques to study and define LD in these subjects. Dr. Bryan indicated that research will be conducted in five areas.

1. *Language.* Children s receptive and expressive language will be assessed through the study of spontaneous language in classroom and laboratory. In an effort to answer the question do classroom teachers modify their instruction strategies to the language levels of the child, the researchers will evaluate teachers' language as they interact with learning disabled and nondisabled children. Finally, special analyses will be made of the nonverbal communication of children and teachers.

2. *Oral reading and reading comprehension.* In this research area it is hypothesized that oral reading errors indicate problems with reading comprehension.

3. *Social relationships.* Dr. Bryan briefly reviewed research that indicates LD children can be readily identified, via videotape, after a few minutes of observation. Since research has indicated that learning disabled children are likely to be rejected by others, CHILD's goal in this case is to determine the basis for the attitudes of others toward LD children. The Institute is concerned with analyzing social skills of these children and their social relationships with peers, teachers, and parents.

4. *Definition of "learning" in the term learning disabilities.* Laboratory studies will be initiated to determine learning patterns, strategies, short and long-term memory as well as other aspects of learning.

5. *The family network and health status of learning disabled children.* Issues related to this investigation are: 1) What can parents do to cope with learning disabled children? 2) Are learning disabled children more prone to specific health problems than nondisabled children?

Dr. Bryan indicated that education interventions will be developed relative to the research components described. Researchers will identify subgroups of learning disabled children in need of intervention in receptive, expressive, nonverbal, social language, reading and learning strategies. Intervention will be based on the remedial techniques found effective for "processing" problems. For example, reading instruction would be used to strengthen language skills, and cognitive behavior modification would be recommended for product problems.

In conclusion, Dr. Bryan noted that the Chicago Institute of Learning Disabilities is undertaking fundamental research in natural and laboratory settings using an interactive model of investigation which will employ observational, laboratory, and interview methods of data collection.

Daniel P. Hallahan, director of the University of Virginia Learning Disabilities Institute was the next speaker. He began by stating that the Institute will focus on the learning disabled child with attentional problems, and he cited evidence showing that learning disabled individuals are likely to have difficulty attending to the tasks at hand. The basic problem for these children, he stated, is the inability to develop and use specific strategies for approaching problems.

Dr. Hallahan suggested that while research literature on attentional deficits in LD has been impressive, there has been little comprehensive, field-based research on educational programs for children with attentional problems. In reaction to the need for research in this area, the Virginia Learning Disabilities Institute has organized an interdisciplinary research group whose general objective is to determine appropriate educational procedures for enhancing the academic competence of children with attentional deficits.

The Institute's approach will be to evaluate a constellation of training techniques described as "cognitive behavior modification" -- a blend of modeling, reinforcement, verbal self-instruction, and training in the use of problem solving strategies. Dr. Hallahan indicated that since this approach appears promising, the Institute's general orientation of intervention will come under the heading of cognitive behavior modification. In addition, traditional behavior modification strategies and techniques will be considered.

The research questions addressed by the Virginia Institute include identification of the target population and the creation and evaluation of classroom and home-based intervention procedures. Institute personnel will study groups and single subjects in classrooms, in home settings, and in combinations of the two, to evaluate the efficacy of behavioral designs. All investigations will be conducted with children from grades 1-5 who exhibit attentional problems.

In addition to the general research aims of the Institute, a variety of other research endeavors are planned. They are: 1) the analysis of classroom interactions between inattentive children and their teachers; 2) the identification of subjects with attentional deficits who also exhibit congenital determinants; 3) the use of contingent imitation to increase attending abilities; and 4) the study of the relationship between attentional problems and a variety of other behavioral characteristics.

Dr. Hallahan stated that the hoped for product of their research would be a series of teacher and parent manuals based upon empirical evidence. The Virginia Institute will then initiate the wide dissemination of the accumulated knowledge.

N. Dale Bryant, director of Teachers' College, Columbia University Research Institute for the Study of Learning Disabilities, was the third presentor. Dr. Bryant's initial remarks focused on the issue that the field of learning disabilities lacks much of the necessary research foundation. As a result, there is confusion concerning operational definitions, inadequate comparative evaluation of treatments, and an absence of a realistic model of learning disabilities.

Dr. Bryant indicated that the Columbia Institute will be working with elementary school children in the areas of reading, math, and spelling. He stated that learning disabilities must be conceptualized in terms of the specific learning to be accomplished, and that the attempt to conduct research by grouping together children with different learning disabilities is likely to be meaningless. It is extremely important therefore, to look at specific skills. The first step toward successful LD treatment is to conceptualize disabilities in relation to meaningful, functional tasks rather than in terms of global subject matter areas.

The second research step, according to Dr. Bryant, will be the development of sample learning tasks for each specific, component disability. These sample learning tasks will be structured lessons for teaching representative elements in the skills to be learned. Lessons will involve retention and application as well as initial learning. In each of the three basic areas -- spelling, reading, and math -- additional lessons will be developed and taught with procedures designed to circumvent or overcome a disability if one exists. These alternative strategies will be designed on the basis of the types of errors made on initial lessons, on the student's description of his or her difficulty, on correlated measures that may imply the nature of the dysfunction, and on clinical judgment of experienced LD specialists. The product of this research should be a series of lessons that will serve as tests to identify specific component disabilities in learning and to identify educational procedures that are effective with the identified disability.

Dr. Bryant indicated that the interventions found to be successful will be adapted, applied, and evaluated in a variety of school settings. Some of these settings will be regular classrooms, special education settings, and self-instruction programs.

Another component of the Institute's research program is the development and testing of a theoretical model that conceptualizes LD in terms of response to instruction, in terms of process dysfunctions revealed in the specific learning task with specific learning procedures, and in terms of correlated measures and demographic variables.

Most of the Institute's work will be carried out through the following Task Forces: 1) Task Force A -- Basic Reading Skills; 2) Task Force B -- Mathematics; 3) Task Force C -- Spelling; 4) Task Force D -- Comprehension; 5) Task Force E -- General LD Factors (Selective Attention, Overloading, etc.); and 6) Task Force F -- Measurement of Subject Characteristics and Model Testing.

As a final note, Dr. Bryant expressed the hope of the CSDC project staff that their research will be a source of ideas to others with LD concerns. Dialogue between these concerned people and the staff would be of great value in shaping future thoughts and plans; it is the staff's hope that such dialogue can be established.

Donald Deshler, coordinator of the Kansas Research Institute in Learning Disabilities, presented a brief summary of that Institute's plans, goals, and objectives. Dr. Deshler indicated that most of the learning disability research to date has focused on young children; the Kansas Research Institute in Learning Disabilities will focus on learning disabled adolescents.

The target population will include adolescents with histories of specialized instruction as well as adolescents identified as learning disabled but with no previous history of participation in specialized or remedial instruction. Therefore, research will not focus specifically on LD adolescents in school settings but will also consider those adolescents who have dropped out of school. Dr. Deshler indicated that research emphasis will be on models and procedures for the identification of cognitive and behavioral characteristics of adolescents with specific learning disabilities and on the development of interventions applicable to actualizing their capabilities in school and nonschool settings. Research will be conducted in school and in those nonschool settings significant to the individual's school-related performance.

Dr. Deshler indicated that the study of learning disabled adolescents is a multidisciplinary problem requiring the attention of a variety of professionals. Therefore, the Institute staff is comprised of professionals in the disciplines of special education, human development and family living, social work, curriculum and instruction, educational psychology, and research and pediatrics.

The Institute's first year will be spent refining research questions in three areas:

1. *Epidemiological studies.* The definition and description of the characteristics and epidemiological factors related to learning disabilities.

2. *Intervention studies.* The development of sound intervention procedures and the definition of the components of the different models presently used in the schools.

3. *Generality of intervention studies.* The replication and evaluation of interventions across different populations, settings, and contents.

The Institute will establish programmatic research banks in each of the research areas for the purpose of identifying generic variables within each programmatic research area. The Institute supports the Longitudinal approach -- that the value of data increases in significance as it is added to over time.

It is the ultimate goal of the Kansas Institute research staff to develop products that will alleviate the problems of LD adolescents and that can be used in school and nonschool settings.

James A. Ysseldyke, director of the University of Minnesota Research Institute for the Study of Learning Disabilities was the final presentor. Dr. Ysseldyke began by saying that the most pressing issues in the field of learning disabilities today are major conceptual issues: first, whom do we mean when we speak of the learning disabled child, and second, what are the major issues regarding the assessment of such individuals?

Dr. Ysseldyke stated that the Minnesota LD Institute is concentrating on the assessment-intervention process as it relates to learning disabled children. The focuses are: to review what is known about learning disabilities, to examine the criteria used in deciding which children have learning disabilities, and to determine appropriate interventions and treatments for LD children. The Institute's assessment-intervention process concerns the collecting of data that will help make appropriate decisions about children. Dr. Ysseldyke further stated that assessment does include testing but is not synonymous with it. When examining the assessment-intervention process, Institute researchers plan to consider at least five factors and the interactions between them: 1) characteristics of the child; 2) characteristics of the teacher; 3) nature of the intervention; 4) nature of the behavior change desired; and 5) nature of the setting or social situation in which the intervention occurs.

Institute researchers represent a diverse group of disciplines, including special education, child development, psychological foundations, school psychology, philosophy and pediatrics. Dr. Ysseldyke stated that clients will be drawn from a variety of resources including metropolitan area public schools, pediatric outpatient clinics, hospitals, and longitudinal research projects already underway at the University of Minnesota.

The Minnesota Institute will conduct its research in two phases. During Phase I, Institute researchers will be synthesizing the knowledge base in a variety of disciplines relevant to the identification of learning disabled children, and will be examining the current use of assessment data to plan educational interventions. During Phase II, several substantive studies arising out of Phase I findings will be conducted by multidisciplinary teams of investigators. Research efforts will focus on the complex issues and problems existing in the assessment of learning disabled children.

The goal of the Minnesota Institute is to learn how to identify, as early and as accurately as possible, those children who need alternative instructional environments beyond what the schools now offer them, to learn how to arrange the optimal instructional environments for these children, and to learn how to decide which children will profit most from particular instructional arrangements.

Following Dr. Ysseldyke's presentation, Max McConkey opened the session for specific questions from participants about any of the Research Institutes. In addition, Mr. McConkey and the representatives of the five Institutes encouraged CSDCs and other agencies interested in opening lines of communications to do so.

HANDOUTS

The University of Minnesota Institute for Research on Learning Disabilities Outline

Summary of the Activities for the Research Institute for the Study of Learning Disabilities, Teachers' College, Columbia University

University of Virginia Learning Disabilities Research Institute Outline

Chicago Institute for Learning Disabilities, Project CHILD Outline

Kansas Research Institute in Learning Disabilities Outline

Learning Disabilities Research Institutes Directory

SESSION #3

IMPROVING COMMUNICATION BETWEEN SPECIAL EDUCATION AND REGULAR CLASSROOM TEACHERS

FOR: *Those who work with regular classroom teachers and those who train specialists to work with classroom teachers*

PURPOSE: *To examine factors influencing communication, to identify skills, and to share insights and strategies which result in more effective communication in school settings*

FORMAT: *Group activity and discussion*

SESSION LEADERS: *John Collins, NaLDAP*
Lynn Mott, Tennessee CSDC
Terri Laurie, Pittsburgh CSDC

John Collins opened the meeting by stating that the session's purpose would be to talk about the question: "How can special educators improve communication with regular classroom teachers?" Participants were asked to complete a questionnaire entitled, "Communicating With Regular Classroom Teachers: An Informal Needs Assessment." This 22-item instrument was designed to determine behavior patterns that might interfere with communication. Items were scored on a scale from 1 (completely false) to 5 (completely true). Participants were instructed to complete all items, and since the questionnaire was considered developmental, participants were urged to indicate any items that were unclear.

When the questionnaire was finished, scoring sheets were used to break responses into three categories reflecting different types of communication problems experienced with regular classroom teachers: 1) creating expectations, 2) the communications act, and 3) continuing the exchange. After participants had totaled their scores in each problem category, John Collins described each problem:

1. *Creating expectations.* Regular classroom teachers have expectations about the performance of special educators; special educators have expectations about the performance of regular classroom teachers. The discrepancy between expectation and reality was identified as the most frequent source of communication problem.

2. *The communications act.* The second problem involves the failure of communication itself.

3. *Continuing the exchange.* The problem of follow-up communication occurs when appropriate measures are not taken to reinforce or extend communication.

Participants divided into three groups according to the major problem identified by their responses to the questionnaire. A high score in one area indicated the major communication problem with regular classroom teachers. The small groups were led by the session leaders. Patterns of the problem behavior were discussed and suggestions were made for avoiding such problems in the future. It was the goal of the small group sessions to increase the participants' sensitivity to the sources of communication problems with regular classroom teachers and to the strategies for improving such communications.

HANDOUTS

Communicating With Regular Classroom Teachers: An Informal Needs Assessment

Scoring Sheet for Communicating with Regular Classroom Teachers

SESSION #4

THE ROLE OF THE PLACEMENT COMMITTEE IN THE DEVELOPMENT OF THE IEP

FOR: *Members of placement committees, trainers of placement committees, and implementors of IEPs*

PURPOSE: *To identify roles and procedures of placement committees; to discuss key issues that effect the placement process -- involvement of parents, data, decision-making process; and to identify procedures for the development of the IEP*

FORMAT: *Presentation, small group discussion*

SESSION LEADERS: *Jack Ford, NaLDAP*
Sue Shoemaker, NaLDAP

It was the goal of the session, said leaders Jack Ford and Sue Shoemaker, to share their knowledge and experience about the Placement Committee and the IEP with session participants and to gain greater knowledge themselves by hearing the experiences of those attending the meeting. The main areas of discussion would center on the questions:

1. How do members of Placement Committees make decisions?

2. How do Placement Committees involve parents?

3. How do Placement Committees use data?

Mr. Ford stated that the Placement Committee, through the IEP, was responsible for determining:

1. The present functioning of the child.

2. Long-range goals for the child.

3. Short-term goals for the child.

4. The specification of types of services to be provided.

5. The criteria for the evaluation of the service.

6. The determination of the amount or percentage of time that the student is to spend in the regular classroom.

7. The data of initiation of service and the duration of that service.

8. An annual procedural review.

It was explained that federal law specifies that the Placement Committee must have as its membership at least:

1. One person with fiscal responsibility or authority (e.g., a school principal).

2. The regular classroom teacher or referring teacher.

3. One person to interpret the data on the student; membership may overlap here (e.g., the data interpreter may also be the person with fiscal responsibility).

In addition, the parent or parents *must* be invited to attend.

The participants were then divided into three groups to address the three previously stated questions about the role of the Placement Committee. The results of this discussion were presented to the entire group.

1. The discussion of *decision-making* asked the question: "Who makes the decisions?" The participants generally agreed that placements were done almost entirely by unanimous agreement. Mr. Ford referred to a Connecticut study entitled, "Parent Involvement in a Placement Committee" which found that decisions tended to be made by assertive team members and that others did not usually challenge these decisions. One participant suggested that dissension among "professions" may be intentionally avoided when a parent is present.

2. The discussion of parent involvement in Placement Committees centered primarily around a model presented by the Alameda, California CSDC. The first step in the model was the *recognition* of a problem. An informal concern may be presented first to the parents through a visit or phone call. If the problem is not resolved at this point, formal, documented concern is expressed through the principal. The parent is then involved in *planning assessment procedures* with professionals. After hearing an explanation of the tests (if any) which will be given, the parent must give permission. The parent provides a *social-developmental* history and may attend any testing sessions. In California, a parent or child advocate must attend the Placement Committee meeting and must give permission for the placement. The parent must also approve the Individual Education Plan (IEP) and be present for the annual review and evaluation. Velma Elliott, from the Alameda CSDC, emphasized that in this program, parents were involved from the beginning and that no testing should be done without a specific purpose.

Jack Ford pointed out that according to "The Right to Privacy Act," it is not legal to call a committee meeting for the purpose of discussing a student without inviting the parents. This implies that everyone concerned, including members of the Placement Committee, will see the data on a student for the first time at the Placement Committee meeting. This procedure may make it difficult to analyze the data effectively, and as a result, some Placement Committees have been known to meet informally (and illegally?) for "pre-staffings."

3. Due to time pressure, the question of how to use data and what data to use was not discussed. Mr. Ford and Ms. Shoemaker briefly summarized the discussion about the role of parents and about decision-making in the Placement Committee and cited the handout "Understanding the Individualized Education Program" by Abeson and Weintraub as suggested reading.

HANDOUTS

"Understanding the Individualized Education Program," Alan Abeson and Frederick Weintraub from A Primer on IEPs for Handicapped Children

SESSION #10

REVIEW OF FOUR CURRENT RESEARCH EFFORTS

FOR: *Those interested in research results and procedures*

PURPOSE: *To review selected research on social/social-language issues, reading disabilities/dyslexia, ABA curriculum research, and the developmental by-pass method; to provide an opportunity for participants to discuss current research with those involved in conducting research studies*

FORMAT: *Presentation of summaries of researchers' work, response from participants; small-group follow-up*

SESSION LEADERS: *Researchers:*

Dr. Tanis Bryan, University of Illinois
Dr. Frank Vellutino, University of New York at Albany, New York CSDC
Kathryn Fantasia, University of Washington CSDC
Dr. Robert Mosby, Project LEARN, Missouri CSDC

Facilitator:

Marty Williams, NaLDAP

Marty Williams opened the session by introducing the four authors of research studies and by inviting session participants to select the area that interested them most. Four groups met simultaneously to hear each researcher describe his or her research effort. Kathryn Fantasia discussed applied behavior analysis, Tanis Bryan dealt with her studies concerning peer relations and social behavior, Frank Vellutino discussed reading disabilities and dyslexia, and Robert Mosby presented the developmental by-pass method.

GROUP A

Ms. Fantasia began her discussion by stating that applied behavior analysis is defined in its name. It is *applied* and looks at behaviors important to people and to the subject. It is concerned with *behavior* that is observable and measurable. It is analytic: the experimenter demonstrates experimental control.

It was pointed out that there are two main types of design in ABA: the reversal, or ABAB design, and the multiple baseline. In the reversal design a behavior is pinpointed and measured daily. The only initial activity is data collection. This is called baseline. Later a treatment is started. After a period of time, the baseline conditions are again put into effect and then the treatment reinstituted as well. There are two drawbacks to this design: if behavior is reversed, undesirable behaviors often return (e.g., hitting) and sometimes reversal is impossible once new behaviors have been learned. Ms. Fantasia pointed out that these difficulties are alleviated with the second type of design -- the multiple baseline. This design can be used across settings, behaviors, or subjects to demonstrate experimental control. Ms. Fantasia showed case study data on how to use a multiple baseline design.

Characteristics of the ABA approach are:

1. It can be used for direct measurement.

2. It can be used for daily measurement.

3. It provides replicable teaching procedures.

4. Its data is presented individually.

5. It demonstrates experimental control.

Using an overhead projector, Ms. Fantasia presented case studies that demonstrate the effectiveness of the analysis of antecedent conditions as well as an analysis of consequent conditions.

Case studies of self-management were presented, including one concerning an eleven-year-old boy whose self-managed behavior brought greater increases in that behavior than did teacher management. It was therefore pointed out that self-management can be an effective motivator and can encourage many academic behaviors. At this point there was some discussion concerning the appropriateness of self-management, and one participant stated that some children are just not capable of it. Ms. Fantasia agreed and stated that one must insure that the child is capable and motivated.

The CSDC at Washington is now compiling a list of effective techniques for teaching LD children and is sending out packages to its eight public school classrooms. The packets include: 1) assessment procedures, 2) daily teaching procedures, 3) materials, 4) instructions on how to collect data, and 5) decision rules such as how to tell when a student is doing well or not learning. The Washington CSDC is also exploring teacher needs and researching parent-taught skills.

In summary, Ms. Fantasia had these recommendations for practitioners:

1. Identify the precise behavior to be taught.
2. Determine the level to which the behavior is to be taught.
3. Arrange a setting where the behavior can be identified.
4. Obtain baseline data of the behavior.
5. Study error patterns in the baseline.
6. Determine whether instruction is necessary.

When instructional techniques need to be selected, one should:

1. Select a contingent event.
2. Consider two factors about the performance of the child.
3. Use, when possible, natural and simple reinforcers. (This comment drew applause from the participants.)
4. Try the technique for a few days.
5. Remove the technique and observe what happens.
6. Concern oneself about generalizing the behavior.
7. Teach self-management.

Since no questions were addressed to the entire group, Ms. Fantasia followed the session with one-to-one conversations.

GROUP B

In the second group, Tanis Bryan presented highlights from her study of peer popularity of children classified as learning disabled. A sociometric technique was administered to 62 third, fourth, and fifth grade students in classrooms where there was at least one learning disabled child. An analysis of variance was computed for votes received on scales of social attraction and social rejection by learning disabled and comparison children matched on variables of sex, race, and classroom. The results indicated that learning disabled children -- particularly white and female children -- were significantly less attractive and more rejected than comparison children.

While collected data made it clear that learning disabled children are less popular, the reasons for rejection are not entirely clear. Dr. Bryan offered several conjectures. Since high intelligence has been shown to correlate positively with popularity, this might suggest one reason for rejection; intelligence tests were not administered, however, so this hypothesis cannot be substantiated.

It was questioned whether the learning disabled child suffers a stigma from being labeled and treated as a special education problem. But Black children, who are so labeled, did not suffer the same degree of rejection, so this theory is regarded as tentative.

Expectancy is a third suggested reason for social rejection. Girls are traditionally expected to achieve scholastically, and since the learning disabled girls varied more dramatically from the norm, it might be hypothesized that children have greater expectations for whites and for girls and that this failure to measure up might account for rejection.

As a final possibility, Dr. Bryan explained that whatever factors lead a child to have learning disabilities might also affect that child's social learning. Deficits in attention, language, or perception might hinder the child in detecting critical cues or in making inferences about people as they appear to hinder the child in the acquisition of academic information. In short, the findings might support the premise that lack of peer popularity is not a question of intelligence, labeling, or expectancy, but rather another symptom of learning disability.

Dr. Bryan presented highlights from her observational analysis of classroom behaviors of children with learning disabilities. Her empirical study, using the Interaction Process Analysis, was designed to measure task-oriented and social behavior of learning disabled and normal children.

Dr. Bryan gave three critical reasons for studying the behavior of LD children:

1. Since an increasing number of types of developmental disabilities are being defined, any notions associated with the term learning disabilities are likely to affect an increasing number of children.

2. There is professional concern over the lack of specificity of the definitions of these behaviors. No study has yet been undertaken to define the conditions that warrant the labeling of a child as learning disabled.

3. Research studies suggest that current notions do not hold up under the objective scrutiny of laboratory research.

Dr. Bryan stated that it is of great importance to examine the impact of environment on the learning disabled child and the reciprocal effect of this child on his environment. Accordingly, an interaction process analysis was designed to record both the task oriented behaviors and the social interactions of children in classrooms; the underlying assumption was that behavior consists of patterns and sequences of small units that recur sufficiently often to be characteristic of that person.

The study's three goals were: 1) to determine whether learning disabled children act differently from peers in the classroom; 2) to investigate whether task-oriented behavior of learning disabled children would vary from task to task; and 3) to compare the behavior of LD children in two educational settings -- in the classroom and in sessions with the LD

specialist. Finally, the question was posed: are there qualitative differences in the interactions between teachers and LD children vs. teachers and average achievers?

Ten 3rd grade boys were selected as participants in the study. Five were classified as learning disabled and were receiving special instruction in the schools; five subjects, classified by teachers as average achievers and matched by grade, sex, and race, were paired with the first group. Each learning disabled-comparison pair was observed for five school days over a period of five months. Regular classroom time was logged as well as time spent in special education classes. A four-part code was designed to provide an accurate and complete record of the occurrences of behaviors in an elementary school class.

1. Task-Oriented Behavior, defined as "becoming engaged in a purposeful activity that has been prescribed for us by someone else."

2. Non-Task-Oriented Behavior, defined as non-productive behavior and/or activities not assigned by the teacher at the time of observation (e.g., staring out window, roaming around room).

3. Social Interactions, defined as verbal or nonverbal behaviors emitted between two or more persons.

4. Waiting, described as transitional periods.

Two observers, making simultaneous but independent notes, on four occasions ensured code reliability.

In summarizing the study's results. Dr. Bryan stated that learning disabled children spent significantly less time in task-oriented behavior than the average-achievers. The results of social interaction analysis showed that the LD and the comparison children did not differ significantly in the total proportions of time spent interacting with teachers. There were, however, significant differences between the two groups in the patterns of interactions. The teacher was almost three times as likely to respond to verbal initiations of the comparison subjects than to the learning disabled child. Moreover, half the time spent with the LD child was devoted to helping him with his work, compared to a quarter of the time given to the comparison child. There were no significant differences between positive and negative reinforcements. The learning disabled child was more likely to be ignored by his peers than was the comparison child.

Matched-tests analyzed the differences between the behavior of learning disabled children in the classroom and in time spent with a specialist, and results indicated that the LD child spent significantly more time engaged in task-oriented activity and less time in non-task oriented behavior in the special education setting.

It appears from the study, that LD children have different interpersonal relationships with teachers and peers than non-learning disabled children. At the same time, LD children are more likely to be ignored by teachers and peers when they initiate an interaction. Based on observations in special education sessions, it was concluded that LD children are capable of greater work efforts than evidenced in classroom situations. If LD children are to be maintained in regular classrooms. Dr. Bryan concluded, it must be determined what those children are likely to be doing in the classroom and it will be necessary to study the classroom settings in a systematic way to determine the contingencies resulting in the behaviors defined as undesirable.

GROUP C

Robert Mosby conducted a small group session on developmental by-pass techniques as they apply to secondary students with learning disabilities. Dr. Mosby pointed out that a mastery of reading is the most efficient method our culture has of obtaining the information and concepts that are necessary to cope with life. But a mastery of reading is the very key that eludes the learning disabled student who, by definition, has normal or better intelligence but a deficiency in basic symbol language (e.g., reading, writing, spelling, and arithmetic). If we spend a majority of the student's time remediating his deficits, Dr. Mosby said, then we discriminate against his "right" to learn that part of the mainstream curriculum (which at the secondary level is the major part) that deals with information, concepts, and knowledge.

A developmental by-pass approach can avoid the problem of over-remediation at the secondary level. Dr. Mosby discussed several examples of how the by-pass technique can be applied to the curriculum of the regular classroom teacher. The technique is heavily dependent on a creative, dedicated, and charismatic learning disability resource teacher who can work well with faculty and students. Such a person can interact with the regular classroom teacher to develop curriculum adjustments that are fair to the LD student. Texts can be tape-recorded, for example, so the youngster who is deficient in reading skills can stay abreast of classroom work. The LD and classroom teachers might collaborate on special worksheets coordinated with tape recordings based on the test -- thus the student's writing difficulties are by-passed. Oral or tape-recorded examinations would by-pass student reading problems; essay tests changed to fill-in-the-blank formats by-pass writing deficits.

Dr. Mosby stated that the by-pass model is the essence of true mainstreaming. When there is a strong commitment and dedication on the part of all the staff to help the LD student actually achieve in the regular classroom, real advancement can be made. The program requires the involvement of a total faculty and must be preceded by three to five days inservice training.

In conclusion, Dr. Mosby pointed out that developmental by-pass methodology is based on the concept that symbol language skill acquisition for reading, spelling, writing, and arithmetic largely follows a developmental curve and with normal exposure to the stimuli, students acquire these skills naturally.

GROUP D

In opening the group discussion, Frank Vellutino stated that his purpose was to critically examine four prevalent explanations for reading failure in children. He acknowledged and briefly discussed three popularly-held theories of dyslexia -- specific reading disability: visual perception, intersensory integration, and temporal-order perception.

1. The perceptual deficit hypothesis suggests that reading disability is caused by visual spatial confusion stemming from some kind of neurological deficiency. A common belief is that dyslexia results from visual organization and memory problems.

2. Intersensory integration suggests that dyslexia may be the result of a failure to integrate information from the sensory systems.

3. Temporal-order perception centers on the concept that poor readers may be deficient in temporal sequencing -- that the ability to perceive and serialize a sequence of events is determined by specific mechanisms in the central nervous system.

Then Dr. Vellutino suggested that the disparities found between poor and average readers on a variety of measure assessing perceptual and memory functions may be due more often to verbal-encoding deficiencies. From extensive laboratory testing situations, he and his colleagues have made the inference that poor readers, because of problems in one or more aspects of language, neither code (label) nor synthesize (chunk) information for effective storage and retrieval as readily as average readers. A rich fund of verbal information, he stated, can provide the variety of contexts necessary for sentence comprehension and can assist in developing cue systems for word decoding. The child who has learned to discriminate and name letters and words with many overlapping graphic features (e.g., b/d, saw/was) has learned to use semantic, syntactic, and phonologic cues to read efficiently; the child who confuses these "look-alikes" probably lacks information about these linguistic constituents. Linguistic ability, Dr. Vellutino said, is of the utmost significance in developing skill in all aspects of reading. He briefly reviewed a sampling of studies which provide direct and indirect support for a verbal-deficit explanation of specific reading disability.

Three factors -- semantic, syntactic, and phonologic deficiencies -- were considered:

1. Studies on semantic problems indicate some evidence that poor readers are deficient in both the storage and retrieval of printed and spoken words. These deficiencies become apparent in short-term-memory tasks demanding automatized verbal skills.

2. Studies of semantic factors suggest that severely impaired readers are not as proficient as other readers in their knowledge of words, syntactic facility, and verbal fluency in general. Though the relationship between syntactic deficiencies and reading disability cannot be specified, evidence indicates that both difficulties appear at an early age and may have a common source.

3. Phonological deficiency advocates hold that reading difficulty in some children results from problems in discriminating speech sounds. When children are unaware of the phonetic structure of both spoken and printed language, they are unable to make important connections between these representations.

In summary, Dr. Vellutino reiterated the point that there is strong support for the verbal-deficit hypothesis as the most convincing argument for reading failure in children. Since reading difficulty most often stems from linguistic weaknesses, reading must be taught with increased emphasis placed on the internal structure of words.

HANDOUTS

"An Observational Analysis of Classroom Behaviors of Children with Learning Disabilities" Tanis Bryan, Ph.D.

"Developmental By-Pass Techniques for Teaching the Secondary Learning Disabled Student" Dr. Robert J. Mosby

"Alternative Conceptualizations of Dyslexia: Evidence in Support of a Verbal-Deficit Hypothesis" Dr. Frank R. Vellutino

"Applied Behavior Analysis and Learning Disabilities" Parts 1 and 2 Dr. Thomas C. Lovitt

SESSION #11

STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT

FOR: *Teachers, practitioners*

PURPOSE: *To review critical elements of classroom management; to look at specific organizational strategies that improve classroom functioning*

FORMAT: *Presentation, sharing of ideas on best practices, and joint problem-solving*

SESSION LEADER: *Sue Shoemaker, NaLDAP*

In opening the meeting, Sue Shoemaker stated that the purpose of the session would be to discuss classroom management strategies. Then she listed the six strategy areas that the group would discuss: 1) space management, 2) time management, 3) curriculum management, 4) materials management, 5) records management, and 6) the management of student behavior problems. Ms. Shoemaker indicated that she would like to spend some time at the end of the session talking about specific management problems that project representatives have encountered and generating some potential solutions that teachers can try.

Ms. Shoemaker said that training in classroom management techniques is difficult to obtain and that many new teachers do not have vast amounts of experience with classroom management strategies nor have they a broad selection of skills to tap. Several effective strategies were presented. The point was made that children are often good teachers of classroom management techniques, and that teachers can learn a great deal by observing children's reactions to lesson presentations, verbal exchanges between teachers and peers, and individual instruction.

The participants generated a list of concerns and problems. The list was incorporated into the presentation and possible appropriate interventions were discussed under each of the six strategy areas.

1. *Space management.* Ms. Shoemaker created a list of issues that the teacher should take into account in order to develop effective and efficient classroom management techniques: 1) the teacher should have good visual access to all parts of the room; 2) materials should be stored in areas that will not create disturbances or traffic problems; and 3) the classroom should be arranged so that a variety of activities (individual, small group, and group) can occur simultaneously and harmoniously.

2. *Time management.* 1) The importance to a child in knowing when to expect people, activities, and lessons throughout the day. 2) The creation and maintenance of schedules for individual students. 3) The importance of giving students a choice of activities during given periods. 4) The appropriate pacing of lessons to maintain student interest. It was suggested that many time management activities presently handled by the classroom teacher could and should be delegated to students.

3. *Curriculum management.* 1) Problems in specifying skills that need to be mastered. 2) Establishing and clearly defining teacher and student expectations. 3) Using developmental sequences in some skill areas and using hierarchical sequences in other skill areas. 4) Introduction of a new skill or task as one proficiency level is reached. A point was raised that teachers should collect data that will help them monitor student progress in various skill areas. Charting or graphing a student's performance is one way to do this.

4. *Materials management.* 1) Teachers need to employ instructional systems or sequences that the student can readily follow. 2) They need to organize materials by skill area. 3) They should have the children return items to their proper place to insure that the materials will be in the room for other students to use; this will help keep the classroom clean.

5. *Records management.* All documentation of a student's IEP or IIP should be kept in one folder. In addition, all tasks and assignments for a given day should be presented to the student in a single folder. When work is completed, the student should return all assignments and tasks to the teacher in the same folder. This gives the teacher direct information on each child's performance.

Some specific management problems were discussed and various methods of charting progress, developing individual contracts, and establishing contingency programs were presented. Two important points presented during the discussions were: 1) that classroom management programs must be checked frequently; and 2) that all contingency contracts must be honored if they are to be effective.

HANDOUTS

Yellow folder containing a variety of classroom management articles and charting and contracting materials.

Article -- Four Possible Reasons for a Pupil's Failure to Perform an Essential Learning Behavior. (Project INSTRUCT)

Article -- Training Children to Work Productively in Classroom Groups by Peterson, Cox, and Bijou.

Article -- The Daily Report Card: A Simplified and Flexible Package For Classroom Behavior Management by E. Dougherty and A. Dougherty.

Article -- A Group Approach to Classroom Management: The Behavior Game by F. Billingsley and S. Smelzer.

Sample performance contracts.

SESSION #12

REMEDIATING LEARNING DISABILITIES AT THE SECONDARY LEVEL: CAN IT BE DONE?

FOR: *Secondary program administrators, practitioners, and researchers*

PURPOSE: *To examine issues and obstacles in secondary learning disabilities and to explore approaches in delivering services, including remediation, compensation, working with mainstream teachers, and building school survival skills*

FORMAT: *Presentation and discussion*

SESSION LEADERS: *Presentor:*

Naomi Zigmond, University of Pittsburgh CSDC

Naomi Zigmond opened with a session overview. In her presentation, which would include a slide show, she said that she intended to examine the obstacles facing secondary LD teachers; in exploring the delivery of LD services, she would discuss the building of school survival skills, remediation, compensation, and ways to work effectively with mainstream teachers.

Dr. Zigmond described the approach to secondary learning disabilities that the Pittsburgh CSDC has used for two-and-one-half years, and in a slide-illustrated discussion, she used this project as an example of what can be done to remediate learning disabilities among secondary students in urban school systems.

The population of LD students was identified as children with normal intelligence who scored significantly lower than expected in math and reading (third to fourth grade level was the average). The ratio of males to females was 17 to 1, and a wide range of educational problems was diagnosed in the 30,000 secondary students that were served by the Pittsburgh CSDC.

Dr. Zigmond suggested that two basic questions must be answered before a program for secondary LD students can be initiated: 1) What kind of program should be employed? (e.g., "Should specific academic skills be taught?" "Should students be helped through the changing of requirements?" etc.) 2) Will students be provided with a self-contained program or will services be provided within the mainstream?"

The Pittsburgh CSDC considered both short-term (immediate) and long-term (future) goals, and attempted to take a long-term view that would not exclude short-term concerns. The major objective was to teach *how to* read, write, compute, etc. rather than to teach specific content areas. The program's basic philosophy states that LD students need to be taught in a systematic, structured, organized way.

CSDC staff observed that LD high school students, who had never been labeled, had many strengths and were able to cope with mainstream curriculum. This observation led to the decision to keep these students in regular classrooms.

Student failure, Dr. Zigmond noted, was not limited to the student but involved the content instruction and the teacher as well. To correct student failure problems, the CSDC staff reasoned that it was necessary to improve the curriculum and to help the teacher gain skills for working with future LD students. This view of student failure predicated the decision *not* to tutor students in special content areas related to classroom work.

The Pittsburgh CSDC based their teaching of basic skills on Response Contingent Instruction -- what you do next depends on how the student just responded. This approach is in contrast to Diagnostic/Prescriptive Instruction which implies assessment *before* instruction and separates the two activities. The Pittsburgh CSDC approach focused on two areas: 1) how to teach, and 2) what to teach.

1. *How to teach* involves 1) the use of interest (e.g., concentration on students' areas of interest); 2) the use of motivation (provide a reward system and a way for students to see progress; and 3) the balance of individual work with some small group work, new learning and practices and with teacher-directed and self-directed activities.

2. *What to teach* concentrates on basic problem areas (reading, math, written and oral language); it stresses teaching only what students do *not* know. Areas of competence are assessed through the use of informal teacher checklists and the students may then skip these areas of instruction. Furthermore, the teacher is taught to be organized, to present the skill through the use of interest, motivation, etc., and to design a teaching sequence that moves from presentation to practice to application.

In order to maintain the secondary LD students in the mainstream, the Pittsburgh CSDC resource teachers presented school survival skills in weekly meetings with LD students and worked with mainstream teachers to help develop individualized instruction for LD students in their classrooms. School survival skills involved three elements: 1) behavior control, 2) teacher-pleasing behaviors, and 3) study skills.

The Pittsburgh approach involves the use of two types of LD teachers: the resource teacher and the learning lab teacher. The former works with mainstream teachers and concentrates on informal contacts, conferences about students, and the development of such alternatives as curriculum requirements, classroom constraints, textbooks, and time problems. The stages for establishing these contacts include: 1) building rapport, 2) role clarification, and 3) pre-problem solving. Learning Lab teachers conduct daily sessions with students, assess students, and maintain diagnostic information, and formulate short-term goals.

A question and answer session followed Dr. Zigmond's presentation.

SESSION #13

IMPLICATIONS OF RECENT FEDERAL LEGISLATION

FOR: *Project directors, SEA personnel, LEA personnel*

PURPOSE: *To examine implications of 94-142 and 504 legislation on assessment techniques, programming, decision-making, project evaluation, staff hiring and development, and placement decisions*

FORMAT: *Presentation and group discussion*

SESSION LEADER: *Jack Ford, NaLDAP*

In opening the session, Jack Ford explained that he would examine the implications of Public Law 94-142, the Education of All Handicapped Act and Section 504 of Public Law 93-112, Handicapped Civil Rights Provision of Rehabilitation Act of 1973.

P.L. 94-142 is an amendment of P.L. 93-380, the Education of Handicapped Children Act of 1973; the amendment differs from 93-380 in this way: it states that money will flow directly to the local education association (LEA) instead of to the state. 94-142 money can be used for teacher training if trained personnel are not provided by the system. Mr. Ford explained that 94-142 provides for free and appropriate public education for all handicapped children from ages 3-21 unless inconsistent with state law at the time of passage of the law. Certain priorities must be set in serving these children:

1. Students who are totally excluded (not presently in public schools) must be located, identified, and served.

2. Handicapped students in schools who are presently unserved must be identified.

3. Students identified as handicapped, but served by inappropriate programs in schools, must be identified.

Mr. Ford indicated that 94-142 also calls for service in the "least restrictive environment." The burden of proof for exclusion of children from mainstream educational programs is on the LEA. A continuum of services must be available for children in grades K-12. Children in private schools have the same rights as public school children to an appropriate educational program in the least restrictive environment. 94-142 calls for the use of

valid and reliable tests and nondiscriminatory testing which must be done in the child's native language or dominant mode of communication. No single instrument can be used for making placement decisions.

A more subtle issue on nondiscriminatory testing is culture-fairness. The Peabody Picture Vocabulary Test, for example, was normed on a population of white school children in Tennessee. It could be argued, therefore, that this test is culturally unfair for other populations such as urban blacks. The law does not mean that tests which are not culture-fair cannot be used, but that awareness of the inaccuracies must be taken into account when interpreting results. Another issue is the misuse of tests (e.g., the use of "scatter" from the WISC-R as a diagnostic test to identify handicapped children and the use of IQ scores as criteria for placing children in programs).

With the passage of 94-142, all LEAs receiving federal money must have individually appropriate educational programs for all handicapped children between the ages of 3-18 by September 1, 1978 and for ages 3-21 by September 1, 1980.

"Individually appropriate education" for all children involves the writing of an "Individual Educational Plan" (IEP) for each child placed in a special education program. These are the IEP components:

1. Must describe present level of functioning
2. Must contain long-range educational goals for the child
3. Must contain short-term objectives
4. Must delineate the specific services to be provided to the child
5. Must specify evaluation criteria for attaining the program's objectives
6. Must indicate the extent of the child's involvement in the regular classroom
7. Must indicate the date of initiation and the duration of the services provided to the child
8. Must specify a program review for the child at least once a year

It is a paradox that legislation does not require labeling or categorization of a child; however, when reporting the number of handicapped children in a district, labels are required for the allocation and administration of funds to special programs. While LEA may need to attach a label to appropriate funds for a child's education, federal specifications state that the parents need not be informed of this label; nevertheless, it was made clear that parents should not be misled by LEA into thinking no labels will be attached if, in fact, they are. The procedural due process clause of 94-142 for the protection of parents is violated unless parents are informed of the label.

A legal definition of "appropriate" education is still to be resolved in the courts. In the meantime, since the IEP is a legal document, the school system must make every attempt to meet the goals detailed on it and must provide appropriate settings to meet those goals. But the schools are not legally responsible for fully completing the educational goals and short-term plans detailed in the IEP document.

The Individual Instruction Plan (IIP) was also discussed. The IIP, which is not part of the federal legislation, is the listing of short-term instructional objectives, including task analysis and techniques for implementing the objectives; its purpose is to accomplish goals set on the IEP. The IIP should be completed by the receiving teacher.

The IEP needs to be written within 30 days after an evaluation referral is made, but legislation does not specify assessment time to the placement decision. Annual long-term goals on an IEP require evaluation procedures which must be specified on the IEP. Short-term objectives on the IIP do not require evaluation procedures.

In discussing the funding of 94-142, Mr. Ford said that the State Departments of Education (SEAs) will receive the federal monies; total allocations for each state will be determined by the formula:

Number of children in the state X 5% of National Average Per Pupil Expenditures (NAPPE) for FY 78

Subsequent years of implementation will alter the formula as follows:

10% -- FY 79
20% -- FY 80
30% -- FY 81
40% -- FY 82

Although the focus of Public Law 94-142 is clearly on the distribution of money to LEAs, there is no formula built into the law for appropriation of funds from SEAs to LEAs. The percentage of funds allocated by the SEAs to the LEAs has been specified for FY 78: 50% of the federal funds must go to the LEA, and 50% must be retained by the SEAs. (5% of the SEA's money must cover administrative costs, and 45% will ensure Free Appropriate Educational Programs for children whose local districts cannot provide them.) In FY 79, the percentage of funds will change to 75% for the LEAs and 25% for the SEAs.

According to 94-142, only 12% of the state's total population of children can be defined as "handicapped." This 12% includes children with allergies and addictions to drugs and alcohol as well as mental retardation and physical, sensory, emotional and learning disability handicaps. Two percent of the total population of children can be classified as learning disabled.

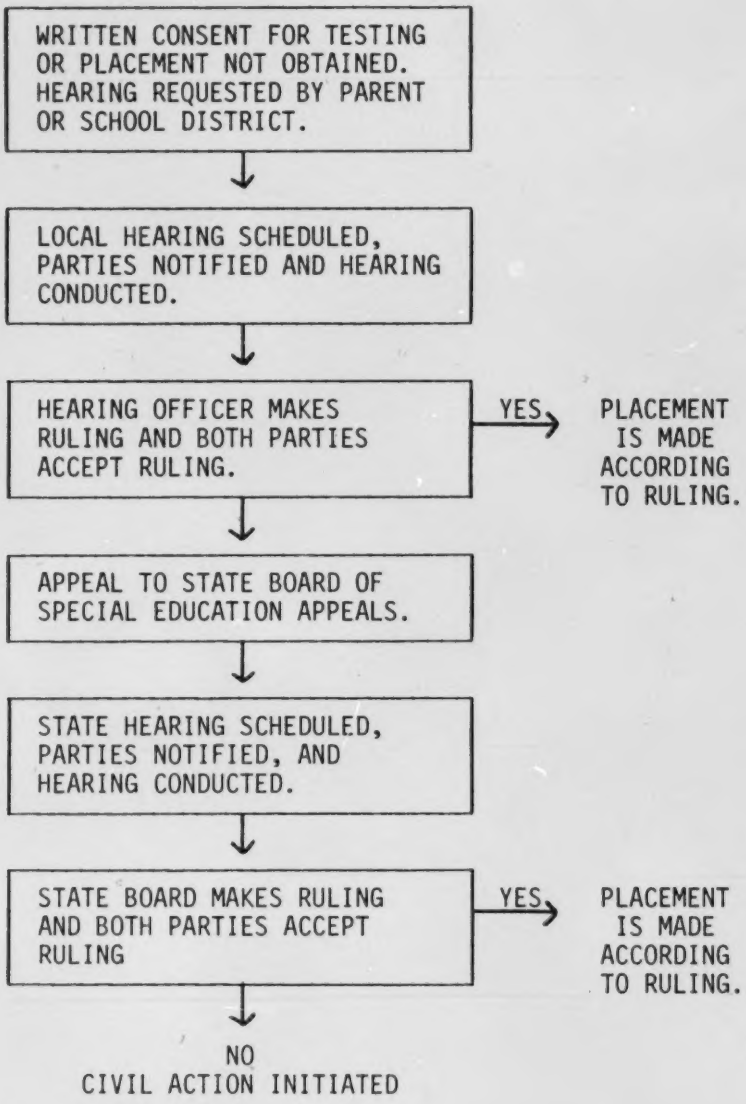
To qualify for funds, an educational system must be able to raise at least $7500 in funding for special programs. If a system cannot raise this money, then an Intermediate Educational Unit (IEU) must be established.

Mr. Ford discussed eligibility for funding. To qualify for 94-142 funds, the state and LEA must have:

1. A policy of free and appropriate public education.
2. A plan.
3. Full educational opportunities (state and federal).
4. A detailed timetable for implementation.
5. A description of the kinds and numbers of services, facilities, and personnel.
6. The identification of all handicapped children.
7. Public documents.
8. An IEP for each identified handicapped child.
9. Due process procedures.
10. Plans for materials and personnel development.
11. No commingling of funds (i.e., 94-142 can only be used to supplement other special education funds; it cannot replace them.

In discussing Procedural Due Process, Mr. Ford stated that when a child's referral begins, parents must be given *immediate* notification of their due process rights; this notification must be written in the parents native language. Due Process also provides the right to a hearing with an impartial hearing office, right to counsel, right to call witnesses and to subpoena documents, right to appeal to the state, right to bring immediate civil action, and the right to obtain written transcript of the hearing; it stipulates that the child may not be moved to another program until the hearing is over. (The exception to this rule: a child must receive special services if the parents request it, even if the LEA determines that this is not a need of the child.) Mr. Ford also stressed that due process covers the school as well as the parents. The LEA can file due process against parents who refuse testing or services for their child; parents can file due process when insisting on programs for their child that the LEA feels are inappropriate.

The procedures for due process are:


WRITTEN CONSENT FOR TESTING OR PLACEMENT NOT OBTAINED. HEARING REQUESTED BY PARENT OR SCHOOL DISTRICT.
LOCAL HEARING SCHEDULED, PARTIES NOTIFIED AND HEARING CONDUCTED.
HEARING OFFICER MAKES RULING AND BOTH PARTIES ACCEPT RULING.
YES
PLACEMENT IS MADE ACCORDING TO RULING.
APPEAL TO STATE BOARD OF SPECIAL EDUCATION APPEALS.
STATE HEARING SCHEDULED, PARTIES NOTIFIED, AND HEARING CONDUCTED.
STATE BOARD MAKES RULING AND BOTH PARTIES ACCEPT RULING
YES
PLACEMENT IS MADE ACCORDING TO RULING.
NO
CIVIL ACTION INITIATED

Mr. Ford spoke next on Section 504, the Rehabilitation Act. The 504 section contains everything that P.L. 94-142 contains with the additional notation that if an agency receives HEW money and employs at least 15 people, it must comply with regulations. Unlike 94-142, it does not provide any funding, though some supplemental legislation may be available to help school districts file a 504.

Section 504 also covers everything that 94-142 covers in terms of education: identification, location, services (free and appropriate) and related services. It does not have an age limit and states that any services provided to non-handicapped people must be provided to handicapped people as well.

Section 504 specifies that an individual evaluation of each student must be made. Validated tests and other evaluation materials should be administered by trained personnel (e.g., the WISC should be administered to deaf children by means of sign language). Tests must be tailored to assess specific areas of educational need and not merely used to provide IQ scores. When the test is administered to students with impaired sensory, manual, or speaking skills, it must accurately reflect the student's aptitude or achievement level. Finally, the evaluation must be a group decision with data acquired from a variety of sources.

Section 504 also provides facilities information. All parts of any new buildings erected after 6/1/77 must be completely accessible to handicapped people. Any alterations after 6/1/77 must be accessible to the handicapped. Outside ramps are to be added immediately. In six months from 6/1/77, clubs and public buildings must have plans to alter facilities so that all programs are accessible to handicapped people. If not presently feasible, all new buildings must develop a plan for structural changes within three years so that all programs are accessible.

Employment practices under Section 504 are quite similar to Affirmative Action regulations. Employers are to engage in nondiscriminatory practices and to take "positive steps" toward hiring and promoting handicapped people. "Reasonable accommodation" must be arranged so that, unless it is an undue hardship, a handicapped person can qualify if a reasonable function of the job can be performed. Section 504 also outlines selection criteria. This specifies that employment tests which screen out handicapped people may not be used unless the test is job related. The employer may not ask for medical records or for an examination before employment. Within one year there must be an assessment of present policies, modification of violating activities, and changes made to implement new policies. A 504 officer must be designated and a grievance procedure established. Within 90 days, all employees are to be notified of their 504 officer and informed that a grievance procedure does exist.

Mr. Ford concluded the session with a summary of other items covered in Section 504. These include:

1. Due Process.

2. Payment. (School District pays tuition and all other costs.)

3. Physical Education provisions -- or alternate activities -- for all handicapped people.

4. The coverage of Pre-School Adult provisions (private) if these same services are provided to non-handicapped people.

SESSION #14
SPECIAL EDUCATION REPRESENTATIVES FROM STATE DEPARTMENTS OF EDUCATION

FOR: *SPED/LD, SEA representatives*

PURPOSE: *To discuss issues of common interest, including collaboration between SEA Special Education/ Learning Disabilities Departments, and close work with CSDCs within one's own state and with other projects in the Title VI-G Network*

FORMAT: *Group discussion*

SESSION LEADER: *Max McConkey, NaLDAP*

The focus of the session was on communication and collaboration among State Departments of Education, CSDCs, BEH, NaLDAP, LD Research Institutes and additional project groups within the Title VI-G Network. Given the nature of the discussion topics, no formal agenda for the session was prepared in advance. Participants were encouraged to use the session as a forum for information sharing and for the voicing of concerns and needs for additional information.

As Max McConkey indicated in his opening comments, NaLDAP has sent letters of information regarding the annual conference to State Departments of Education and those individuals named on the most recent federal listing as state level learning disabilities representatives. NaLDAP's intent has been to facilitate dialogue between state educational agencies (SEAs) and CSDCs. Often, SEAs are not informed about federally funded projects within the state. Communication gaps developed when VI-G projects ceased to be funded through SEAs and were funded directly by BEH. At present, there is a variable amount of interface between SEAs and CSDCs, ranging from no contact in some states to SEA sponsorship of CSDCs in other states. Although funding for VI-G projects originally called for SEAs to pick up the projects once their grants had expired, this has not happened in many cases.

Dr. Gary Lambour of BEH indicated that another communication gap has centered on the lack of enforcement and the lack of clarity concerning the requirement that all federally-funded projects be cleared through the state clearinghouse. Traditionally, there has been a lack of communication among various divisions on the state department level, so that relevant departments cannot be assured of receiving needed information. In the past, for example, grant proposals merely had to be approved by "someone" at the state department level, and further communication with other SEA divisions was rarely undertaken.

To facilitate further discussion, Mr. McConkey suggested that participants list their needs, concerns, and suggestions for subsequent dialogue. The following list of issues was generated, and ordered by priority:

1. The desire of SEAs and CSDCs to be informed of the functioning of LD Research Institutes; the desire to maintain contact with them.

2. The need to improve mail communication within the VI-G Network and to provide more direct channels of information flow.

3. SEAs need for more complete information on the existence and functioning of all federal projects in the state.

4. SEAs desire for better, more detailed information on evaluation procedures used by CSDC programs since CSDCs have much to offer in terms of assessment strategies. A major question is the extent of standardization of assessment practices across CSDCs.

5. How could other states adapt the California model of cooperation between SEA and VI-G projects, e.g., CSDC staff facilitating coordination of implementation of state regulations in other agencies?

The following discussion was generated in response to the above five issues.

Gary Lambour addressed the issue of contact with the LD Research Institutes. He indicated that the Institutes have been charged to produce documents for widespread dissemination, including journal articles, "white papers," and other materials. Such materials will be geared to specific audiences, such as parents, teachers, administrators, and various professional groups. In addition, there will be annual conferences open to the public for the purpose of disseminating information from the LD Research Institutes. Dr. Lambour stated, however, that since the first year was intended to be an in-house development of procedure and planning, activities would not begin until the second year of Institute operation. BEH expects cooperation between Institutes and CSDCs and will encourage the mutual flow of information between the research and applied arms of the VI-G Network.

Dr. Lambour indicated that the Institutes have been designated for three years of funding, with the expectation of an additional three years. He suggested that most research programs require at least this long to be maximally productive.

Mr. McConkey expressed enthusiasm for the willingness of the LD Institute directors to be in direct contact with NaLDAP conference participants throughout the year. He stated that NaLDAP will offer to devote a column in its *centerfoLD* newsletter for reports of Institute progress.

In response to a stated need for more information on the state department level regarding federally-funded projects in the state, Dr. Lambour said that BEH could easily send lists of projects to the SEAs on a regular basis. The state Director of Special Education would receive this information either through direct contact or through the National Association of State Directors of Special Education (NASDSE) bulletin.

Discussion touched upon the frustration of trying to maintain an up-to-date communication network among relevant agencies because of frequent turnovers of staff and inefficient methods of contact. It was suggested that the SEAs should take opportunities to make direct contact with state CSDCs, and should use the CSDCs to act as liaisons with other state projects. Dr. Lambour stated that he preferred to investigate department representatives to CSDC site visits, as this helped to facilitate communication among all the agencies involved.

Mr. McConkey reminded participants that the latest CSDC catalogue, containing the most recent listing of presently-operating centers and the products available from each center, could be directly ordered through NaLDAP. The address forms provided in the Participant Notebook could be used to request the catalogue. In addition, participants were encouraged to have copies of *centerfoLD* be sent to their most accessible and up-to-date mailing addresses.

Participants expressed considerable concern and interest in the development of state guidelines for the implementation of new federal legislation on education of the handicapped. One participant suggested that a poll should be taken of all SEAs and CSDCs to determine where guidelines are being developed and practiced. State departments still in the process of developing guidelines would find it helpful to have access to those guidelines already developed in other states. CSDCs could be valuable resources in this process, since they should already be trying out the best practices in the field.

Illinois's SEA has developed guidelines for learning disabilities programs, which are presently being field tested, and should be operational by September, 1978. In the process of developing the guidelines, Illinois initiated an informal information sharing network with California, Texas, New York, Ohio, and Pennsylvania. Illinois also hired outside consultants to help develop general guidelines and has applied this process to the first stages of developing guidelines for other handicapping conditions.

California has developed the guidelines for the learning disabilities and due process sections of the federal legislation and expects to implement the learning disabilities guidelines by February, 1978. Presently, the SEA is rewriting all the other programs to match the learning disabilities program.

For SEAs in need of communication with other SEAs who are developing guidelines, the following resources were suggested:

1. A network of communication among state learning disabilities consultants was initiated by Carol Bradley and Juanita Paulich at the Council for Exceptional Children Conference during the past year. This network is an informal consortium that has already been underwritten by NASDSE for one meeting and is seeking other sources of support. It was pointed out that not all states have designated LD consultants and this lack creates cross-communication difficulty. The network consortium promises to be a meaningful channel of information among SEAs. For further information, contact:

   Juanita Paulich
   Department of Public Instruction
   126 N. Langdon Street
   Madison, Wisconsin

2. NASDSE is supporting a project known as the NASDSE Exchange, where SEA personnel from one state can receive support for a site visit to an SEA in another state. Contact person for this Exchange is:

   Glenn Smith
   National Association of State Directors
   of Special Education
   National Education Association Building
   Washington, D. C.

   At the time of this writing, there were still Exchange openings.

Mr. McConkey responded to a question regarding the availability of NaLDAP personnel for technical assistance to SEAs. Although NaLDAP can only provide direct assistance to CSDCs, McConkey responded it will continue to encourage communication between SEAs and the VI-G Network through publications, newsletters, and conferences.

At the request of session participants, a list of their names and affiliations is included in this report:

James Stowell, Illinois SEA
Jackie Pierce, Alabama SEA
Anne TeSelle, California SEA
Fred Kladder, Indiana SEA
Fred Russell, Idaho SEA
Carmen D. Acosta, Puerto Rico CSDC
Judy Colon, New York bilingual CSDC
Barbara Bailey, Kentucky CSDC
Gary Lambour, BEH project officer
Max McConkey, NaLDAP, chairperson

SESSION #15
EVALUATION DESIGN: CASE STUDIES

FOR: *Program evaluators or managers of evaluation*

PURPOSE: *To examine three most widely used evaluation designs as they are implemented in hypothetical situations: norm referenced, analysis of covariance, and matched pairs*

FORMAT: *Presentation, small group discussion*

SESSION LEADERS: *Marty Higgins, NaLDAP Evaluation Consultant*
Mel Hall, NaLDAP Evaluation Consultant
Marty Williams, NaLDAP

Marty Higgins opened the session by stating that the purpose would be to discuss the strengths and weaknesses of three specific evaluation designs: norm referenced, analysis of covariance, and matched pairs.

In presenting the first evaluation design -- the norm referenced model -- several points were introduced and discussed:

1. A standardized norm referenced device is usually administered pre- and post-design to an individual group.

2. A control group is not needed when this design is used.

3. A child's progress can be assessed by comparing his or her performance to the normative sample.

4. Norm referenced devices should always be administered on or around the dates they were normed.

5. Regressions effects are adequately compensated for in the norm reference model.

A series of handouts that covered some of the basic concepts for making norm referenced model comparisons were distributed. Three of the handouts gave specific information on how to convert percentiles to Normal Curve Equivalent scores (NCEs), on how to make the obtained NCEs conversion more meaningful, and the desired qualities for a common evaluation metric. Three points were made clear: 1) norm referenced devices usually report performances in terms of percentile rank which is not an appropriate unit of analysis to use when making comparisons since percentile ranks are not

equal interval units of measurement; 2) Normal Curve Equivalent scores are useful for converting percentiles to scores that represent equal interval units; and 3) data interpretation will have meaning if conversions from percentiles to NCEs are made. A series of questions was entertained before the second evaluation design was presented.

The analysis of covariance model, the second design presented, was described as a statistical handicapping procedure that removes any initial differences that may still be present after the subjects have been randomly assigned to experimental and control conditions. The most common application of this method of analysis is in classical research situations; it is not readily applicable to many educational settings. Marty Higgins worked an example to provide direct experience with the model.

The matched pairs model was the last evaluation design presented. In this model, the population is defined (e.g., LD), pairs are matched on all variables which impact the criteria (e.g., IQ, age, sex, socio-economic status, pre-test score), and one member of the pair is placed in the experimental group and one member in the control group. It was pointed out that this method of analysis is the strongest of the three designs but the most difficult to put into practice since it is usually impossible to use perfectly matched subjects. It is now illegal to identify a learning disabled child and then not to treat that disability; this means that it is difficult -- even illegal -- to maintain an LD control group.

Marty Higgins closed the session with a brief summary of the three approaches.

HANDOUTS

Overview -- NCEs (#20)

Overview -- NCEs (#21)

Percentile-to-Normal-Curve-Equivalent Conversion Table (A-2, A-3)

Chart of Normal Curve Overview -- NCEs (#19)

Data and Analysis of Covariance (example)

SESSION #17

CURRENT PRACTICES IN THE ASSESSMENT OF LEARNING DISABLED CHILDREN: CRITICAL EXAMINATION AND FUTURE DIRECTIONS

FOR: *School psychologists, diagnosticians, individuals involved in assessment, placement, and programming*

PURPOSE: *To report on the recent Title VI-G-sponsored Working Conference on Assessment of Learning Disabled Children, held in Atlanta, Georgia in May, 1977; to increase understanding of critical issues in assessment; and to increase awareness of promising and preferred practices in assessment*

FORMAT: *Reports from conferences' three working groups; reactions to group reports; group discussion*

SESSION LEADERS: *Presentors:*

Dr. Eugene Ensminger, Atlanta, Georgia CSDC
Dr. Earl Davis, Tennessee CSDC
Dr. James Ysseldyke, University of Minnesota
Dr. Dale Bryant, Teachers' College, Columbia University

Reactor:

Dr. Tanis Bryan, University of Illinois

Facilitator:

Linda Stevens, NaLDAP

Dr. Eugene Ensminger, Professor of Special Education at Georgia State University and Coordinator of Development and Evaluation for Project ACTION, opened the session by stating that the purpose was to provide the audience with information regarding the Working Conference on Assessment of Learning Disabled Children, held in Atlanta, Georgia in May, 1977.

According to Dr. Ensminger, the conference's specific objectives were to identify and clarify the most pressing issues of assessment in the field of learning disabilities and to recommend procedures for achieving resolution of identified problem areas. Conference participants were asked to

recommend research needs relative to assessment, to describe instruments or measurement procedures needed to refine assessment efforts, and based on their understanding of the state-of-the-art, to specify acceptable levels of current practices in identification, screening, and diagnosis.

The focus of the conference was limited to the assessment of learning disabled children in the preschool through elementary grades. Educational programs were not a primary concern and were addressed only as they related to the issue of assessment. The following topical categories were subsumed under assessment: 1) screening, 2) identification procedures, 3) diagnosis, 4) educational planning, and 5) progress evaluation. Specific issues and definitions of the previous categories were addressed in terms of how each concept interphased with the topic of assessment.

Dr. Ensminger stated that a number of preparatory activities preceded the conference. In addition, the method of participant selection was briefly reviewed.

Prior to the conference, all participants received a series of articles on the reliability of discrepancy scores, ecological assessment, classification of children and the APA standards for tests and testing. Each participant was asked to prepare and submit a brief paper before the conference. A summary of these papers was presented to each participant before the conference convened. In addition, two position papers, prepared by James Ysseldyke and Jack Cawley, served as stimuli for discussion among the participants during the three day event.

The conferees met in three subgroups, each of which adopted slightly different approaches in addressing the objectives of the conference and the recommendations of the guest speakers.

Earl E. Davis presented the first working group report. Dr. Davis opened his presentation by stating that Group A examined the state-of-the-art in assessment and that in doing so, had developed a framework to facilitate the analysis of LD assessment procedures. In essence, the focus of Group A was to recommend the development of a comprehensive framework that would facilitate the analysis of the state-of-the-art in LD assessment. Group A delineated a series of key dimensions that should be incorporated into an analytic model which would broaden the perspective in analyzing the problem of how to improve assessment practices. Examples of key dimensions and elements that must be included in any analytic model include:

1. the focus of assessment (person, environmental setting, person-environment)

2. professional orientation to assessment (medical, psychological, sociological and educational)

3. timing of assessment

4. temporal considerations related to assessment

5. applied use of assessment (descriptive, classification)

6. purpose of assessment for intervention decisions

7. who collects the information?

8. who analyzes the data?

9. from whom or where is the information acquired?

10. how is the information safeguarded?

11. standards for the perspectives on assessment

12. categories of strategies and tools (standardized, level, focus, etc.)

The purpose of conceptualizing numerous dimensions and elements was to demonstrate the need to evolve a more comprehensive perspective than is being used by most professionals in the field.

Following his presentation of the dimensions and elements, Dr. Davis offered an example, via the matrix that Group A had formulated, of how a specific analytic framework might be used in evaluating a specific instrument. Dr. Davis indicated that if a comprehensive framework is developed, it could be useful not only for assessing the state-of-the-art, deriving implications for research, but also could be an important evaluative tool related to current policy issues.

Dr. Davis concluded his presentation by stating that a series of action steps were proposed: 1) the selection of a specific person in BEH to read Group A's document, to determine the feasibility of an RFP, to accomplish the development of such a comprehensive framework, and to facilitate the analysis of the state-of-the-art; 2) the preparation of a written article for the *Journal of Special Education* to be based on their report; the article would recommend the development of a comprehensive framework to facilitate the analysis of the state-of-the-art; 3) the encouragement of individuals or institutions to explicate the independent development of a comprehensive framework; 4) the pursuit of the possibility of making a presentation regarding the development of a comprehensive framework to Child Service Demonstration Center Research Workshop; and 5) the recommendation that the coordinator of this workshop send out a questionnaire in six months and, in one year, evaluate the action that has taken place regarding the conference recommendations.

N. Dale Bryant presented the results of working Group C's discussions. Dr. Bryant stated that Group C recognized that educational assessment serves many purposes including classification, screening, instructional planning, evaluation of individual progress, and program evaluation.

A general statement of their concerns indicated that group members felt that assessment of LD children has little to do with performance on learning tasks, in that, assessment usually focuses on isolated correlates and/or products of learning. Dr. Bryant stated that this must be changed before we can accurately classify, plan for, and evaluate the individual progress of children with learning disabilities.

Implications of Group C's statements are: 1) educational assessment for classification, instructional planning, and individual progress evaluation should use children's performance on learning tasks, as dependent variables; and 2) educational assessment should always be related to instructional considerations.

Group C discussed four specific issues in assessment and prepared a list of training, practice, and research recommendations related to each. Issues addressed included: 1) the use of discrepancy scores in the identification of LD children as being statistically unacceptable; 2) the relationship of assessment instruments; 3) the concern regarding the knowledge and skill level of the user relative to test administration and data interpretation; and 4) the questionable validity of instruments and methods used in early identification efforts.

At the conclusion of Dr. Bryant's summary, Dr. Ensminger stated that one of the major areas with which Group C dealt, was the technical inadequacy of tests. He further stated that their efforts in this area greatly enhanced his knowledge of the reliability of group vs. individual achievement tests.

Finally, James Ysseldyke presented the results of Group B's efforts. Dr. Ysseldyke stated that Group B took a very technical approach to the issue of assessment. The group discussed four specific assessment issues and prepared a list of training research and practice recommendations related to each. The four issues were: 1) difficulties in decision-making, 2) failure to understand the general nature of assessment, 3) technical inadequacy of decisions we make, and 4) bias in the following decision-making.

Dr. Ysseldyke discussed numerous topics and subtopics within each issue and indicated that a great deal of abuse has occurred in assessment.

Following Dr. Ysseldyke's presentation, Tanis Bryan was introduced as the reactor to the group presentations. Dr. Bryan stated that each group had done an excellent job in addressing the pressing issues regarding assessment of learning disabled children. She stated that there is obviously a great deal of dissatisfaction with standardized tests and that the dissatisfaction appears to be related to the issues of validity and reliability of the measures employed. If progress is to be made in the field, reliable and valid measures must be used. Presently, assessment techniques that evaluate process problems seen in LD children are not available; most

techniques and interventions are product oriented. Dr. Bryan's final point was that the field of LD is still deep in the medical model and only now are professionals starting to discuss the child in relation to environment, parents, teachers, and peers. Progress in assessment is possible as long as an empirical approach is maintained. There is a need to narrow the gap between school psychological services and educational planning. At the conclusion of Dr. Bryan's statement, the session was opened to discussion.

HANDOUTS

Atlanta conference examines LD assessment issues, centerfoLD, June/July 1977

Working Paper from the Atlanta Conference Group A

Working Paper from the Atlanta Conference Group B

Working Paper from the Atlanta Conference Group C

SESSION #18

BEHAVIORAL APPROACHES TO ASSESSMENT AND PROGRAMMING

FOR: *Practitioners, teachers, teacher trainers*

PURPOSE: *To provide information about assessment procedures based on direct and daily measurement, programming strategies in basic skill areas, and current procedures employed in behaviorally-oriented CSDCs*

FORMAT: *Presentations by CSDC representatives*

SESSION LEADERS: *Dr. Michael Epstein, Northern Illinois University CSDC*
Kathryn Fantasia, University of Washington CSDC
Marcie Radius, Castro Valley, California CSDC

Facilitator:

Sue Shoemaker, NaLDAP

Sue Shoemaker introduced the session by indicating that there is an increased interest among people involved in VI-G projects concerning the use of behavioral approaches for assessment and programming. This session reflects NaLDAP's desire to be responsive to the needs expressed by CSDCs. The three presentors were introduced as behaviorally-oriented CSDC people. Mike Epstein addressed the behavioral approach to assessment, Kathy Fantasia discussed behavioral procedures for programming, and Marcie Radius focused on tactics for implementing applied behavioral approaches in the classroom.

The first presentor, Mike Epstein, provided an overview of the topics he covered: 1) basic elements in behavioral assessment, 2) task analysis, 3) a model of assessment, and 4) an example of the model.

Dr. Epstein discussed four basic elements of behavioral assessment.

1. It is the first step of assessment to precisely define objectives and to record academic performances. This approach contrasts with the "construct" method (e.g., visual motor perception) which has been stressed for many years and which can accurately assess specific academic behaviors only when the constructs are very objectively defined.

2. The second basic element of behavioral assessment involves the measurement of academic performance on a *frequent*, if possible, a daily basis. Typically, assessment has been based on just two data points -- pre-test and post-test. It is the goal of behavioral assessment to fill in gaps between these two points.

3. The third basic element is the *reliable* assessment of academic performance. Dr. Epstein referred to Nunally's recommendation that assessment instruments should have a reliability of at least .90 (.95 is desirable); he noted that the standard assessment devices used in testing learning disabled individuals have reliabilities that usually do not begin to approach this level. In contrast, the behavioral approach involves specifically building or using adequate assessment models or tools to achieve high reliability.

4. According to Dr. Epstein, the fourth basic element of behavioral assessment is the *continuous* evaluation of teacher strategies and learner outcomes. This evaluation allows for appropriate programming changes to be made after short periods of time.

Dr. Epstein discussed task analysis and its importance to the behavioral approach. Drawing on ideas by Bateman in 1971 and by Resnick, Wang, and Kaplan in 1973, Dr. Epstein offered a general definition of task analysis: it is the identification of the terminal skill to be taught and of the prerequisite skills that must be mastered if the terminal skill is to be realized. He explained that the Northern Illinois University CSDC chose to task analyze three areas of interest -- arithmetic, reading, and handwriting. Instead of relying on existing materials, the group constructed their own task analysis. It was concluded that all other areas of behavior assessment are dependent upon task analysis and that task analysis should form the basis for assessment.

Dr. Epstein then described the direct assessment model used in Project EXCEL. This model involves movement from the general to the specific behavior. An *achievement test* is used for general assessment; the goal is to provide a ballpark estimate of the child's academic performance. The second level of assessment uses a *skill inventory* that presents three to four items for each skill of the task analysis. In the final and most specific level of assessment, *probes* are used to determine whether missed items on the skill inventory reflect actual problems. Probe assessment involves the use of repeated, timed performance checks.

The direct assessment model of academic abilities also requires that assessment information be organized so that instruction will be based on the assessment results. A *diagnostic summary sheet* is used to organize the data from the three assessment sources: 1) standard achievement test, 2) skill inventory, and 3) probes. In the EXCEL model, space is provided for recording daily performance results. An *instruction plan sheet* is then completed for each child assessed. This sheet includes five components: 1) goal (of instruction), 2) target behavior (identified through the probing procedure as needing remediation), 3) objectives (behaviorally-stated including criteria of success), 4) teaching strategy, and 5) evaluation strategy.

The Northern Illinois University CSDC, a new CSDC project, is currently using the direct assessment model that Dr. Epstein described.

The second presentor, Kathy Fantasia, related the use of behavioral assessment to instruction by discussing two articles by Lovitt and Hansen.

The first article, entitled "Round One -- Placing the Child in the Right Reader" (*Journal of Learning Disabilities*, 1976, 9 (6), 18-24), suggests using an informal reading inventory rather than an achievement test to determine a child's reading placement. As described by Ms. Fantasia, the procedure of the informal reading inventory involves collecting reading samples (about five) from each level of a reading series, typing the samples on sheets of paper (so the child will not be able to identify the level and so a copy can be used to record student errors), and presenting the samples to the child in random order. Each sample is scored by calculating the number of correct words read within a minute's time, recording the number of errors, and computing the comprehension rate. The suggested best placement for instructional purposes was in the range of 45 to 65 correct words per minute, with four to eight errors, and with 50 to 75 percent comprehension. In matching a child's scores to the recommended criteria, the correct rate was considered to be most important. Ms. Fantasia presented several sample performance charts that demonstrated the effects of this placement. The charts included data from a baseline period (before instruction), during intervention, and maintenance (after conclusion of instruction).

Ms. Fantasia discussed the second article entitled "The Use of Contingent Skipping and Drilling to Improve Oral Reading and Comprehension" (*Journal of Learning Disabilities*, 1976, 9 (8), 20-26). The SKIP program, described in the article, was designed to bring students up to grade level in reading. The program begins by recording seven days of baseline data on correct rate, errors, and comprehension; then the level is determined that would represent a 25 percent increase by the student in these areas. The motivation used to achieve this increase involves dividing the reading book into parts and offering the child the opportunity to skip to the next part of the book, contingent on improvement in performance. If the child does not skip within seven days, it indicates that motivation is not great enough, and that the child needs specific instruction. The instruction should focus on the types of errors the child is making. Ms. Fantasia presented data on nine children who followed the SKIP procedure -- seven were on grade level within six months, and the other two were on grade level within one year.

Ms. Fantasia then discussed the Add-a-Word Spelling Program (McGuigan, Working Paper, University of Washington Experimental Education Unit). Students in this program are tested on sampled lists from various grade levels and then are placed, a bank of unknown words is developed, and spelling tests are given using the cover, copy, compare procedure. As words are mastered, they are deleted from the current list and new words are added. With this procedure, even spelling can be individualized. Ms. Fantasia explained that the same procedure has been used for sight word lists.

All programs that Ms. Fantasia discussed involved the charting of performance to monitor progress. Charting involved the recording of baseline, intervention, and maintenance data. In response to a question from the audience regarding the time required for the extensive charting described, Ms. Fantasia indicated that the benefits of direct measurement outweigh the time drawback.

The third presentor, Marcie Radius, introduced herself as a strong precision teaching advocate. The purpose of her presentation was to provide the audience with procedures for timings. In handouts entitled "What can Precision Teaching Do For You?" and "Planning the Classroom", further information about precision teaching was given.

Ms. Radius used mathematics for an example and for the basic procedure of timings, and she referred the session to the handout entitled "Written Rated Inventory." She indicated that in her experience such timings are easy for teachers to handle, and are highly motivating to students. In addition, the procedure allows several students to be tested at the same time; students can correct their own work.

After completing the Written Rated Inventory, the teacher notes problems and selects an appropriate instructional level. An education plan is made for each child based on all data.

Before leading the audience in a practice exercise on charting procedures, Ms. Radius stressed that the behavioristic approach does not disagree with the humanistic approach to education. The behavioral approach enables the teacher to design appropriate instruction. This approach avoids boredom problems that occur when instruction moves too slowly for the student or frustration problems that occur when the child cannot keep up with the instruction pace.

Ms. Radius suggested that students keep their own records of daily progress in this manner: the student would record the number of correct answers, the number of errors, and the number of correct answers he or she wished to obtain the next day. A handout of a sample chart was provided.

Ms. Shoemaker concluded by emphasizing that NaLDAP is eager to respond to expressed needs related to behavioral procedures. She encouraged interested individuals to contact NaLDAP for further information on behavioral approaches to assessment and programming.

HANDOUTS

"Round One -- Placing the Child in the Right Reader" by Thomas C. Lovitt and Cheryl L. Hansen (from Journal of Learning Disabilities, 1976, 9 (6), 18-24)

"The Use of Contingent Skipping and Drilling to Improve Oral Reading and Comprehension" by Thomas C. Lovitt and Cheryl L. Hansen (from Journal of Learning Disabilities, 1976, 9 (8), 20-26)

What Can Precision Teaching Do For You? (Castro Valley CSDC)

Planning the Classroom (Castro Valley CSDC)

Written Rated Inventory (Castro Valley CSDC)

Tentative Criterion Performance Rates -- Math (Castro Valley CSDC)

Sample charts (Castro Valley CSDC)

SESSION #19

CREATING TEAMS: GROUP PROCESS ISSUES AND APPROACHES

FOR: *Members, trainers, and facilitators of placement committees, project staff teams, and other on-going groups*

PURPOSE: *To review the dynamics of groups and their impact on group/team and individual goals; to learn strategies for coping effectively with these dynamics; to look at the characteristics of groups in which participants work to identify effective means of coping with the dynamics*

FORMAT: *Presentation, micro-lab activities, and group discussion*

SESSION LEADERS: *Matthew Miles, NaLDAP Advisory Board*
Marty Williams, NaLDAP

Marty Williams opened the session with introductions, and she invited participants to share their expectations about the meeting. She outlined the agenda which she and Dr. Miles had developed and specified that the goals of the session were: to identify group dynamics of teams, to present relevant theories of group dynamics, and to suggest strategies for effective teaming. It was made clear that issues raised in the session would primarily pertain to ongoing task-oriented groups with fairly constant membership.

Ms. Williams asked participants to describe their own teams and the needs that they had for learning more about teaming. She asked people to consider obstacles that prevented effective team functioning. The teams described ranged from placement types to pairings of regular and resource teachers, and the obstacles included passive resistance, resistance to risk-taking and group development, failure to follow agendas, refusal of involvement, difficulties in arriving at group decisions, communication problems (including vocabulary, mode of communication, time and physical distance), getting off-task, dominate individuals, and subgrouping.

Dr. Miles used the obstacle list to lead into his discussion of group process. He indicated that the things which one labels as problems in a group reflect one's own assumptions and "inner blueprints" of group functioning. If a major issues involves personality clashes within the group, there are few strategies short of group therapy which will improve the situation. However, if one is most concerned with such things as goal clarification and task completion, there are a number of potentially effective intervention strategies that can be used.

As a means of examining their teams and planning an intervention, Dr. Miles suggested that participants consider three fundamental characteristics of groups:

1. Groups have an *orientation toward a task* which may not be clear to, or owned by, all members of the group.

2. Groups use various *procedures* to reach their goals -- procedures which involve activity, people, and time.

3. Groups use *decision-making methods*.

Attention to working procedures is critical to group process improvement. The group leader must assess her or his goals for the group and must understand how s/he might accomplish these goals. Vague strategies (e.g., "let's all just start talking") are ineffective.

In decision-making methods, the master procedure controls the group. Dr. Miles suggested this schematic of the various types of decision-making strategies:

	Type					
Who Controls	"Plop" Nobody -- suggestions made and ignored	"Railroad" 1 person	"Pairing" 2 people	"Subgroup" several	"Voting" Majority, 2/3's	"Unanimity" All

Decisions have two dimensions: technical adequacy and ownership by group members. Ambiguity about the decision-making strategy to be used is one of the major obstacles to effective group functioning. Dr. Miles pointed out that most models of decision-making rely heaily on "people shaping", a more feasible alternative is "solution shaping." One strategy for shaping solutions to meet the needs of individual group members is to arrive at decisions by a compromise process of consensus.

Dr. Miles generated a list of what were termed "group structures", or aspects of a group that are generally ubiquitous and shape group development. These include:

1. roles;
2. communication patterns among group members;
3. power structure;
4. prestige of group members;
5. the "liking" structure among group members, which is often based on the previous social history of group participants.

Other important variables which were mentioned and discussed were:

1. Group membership and involvement (including in- and out-grouping).

2. Group cohesiveness.

3. Norms -- the informal customs of the group. The norms of a group underlie its social-emotional climate, and can be most easily observed when the group is in the process of conflict-resolution. Some examples of norms include being on time or late, task-centeredness, sharing of feelings, and level of creativity.

4. Stages of development of the group. A group is always in the process of developing. Stages of development which were suggested by Dr. Miles were:

    a. Forming
    b. Storming (conflict, power struggle)
    c. Norming (forming structure and procedures, stabilizing)
    d. Performing

Group development takes time and effort. Any group which assumes it can become immediately productive without working through important stages of development is potentially in trouble. As development occurs, members must bear in mind that the group is part of a larger system and must remain responsive to that system. Within the group's own system, the members must become sensitive to "hidden agendas" of others and clarify those agendas in hopes of negotiating needs openly within the group.

As a final group activity before the break, the leaders asked the participants to generate a list of problems which could be dealt with in a brainstorming format when the group reassembled. The list of problem types included:

1. Power struggles*
2. Conflict resolution*
3. Changing ineffective group customs, and how to motivate change*
4. Generating ownership when group members don't want it
5. Clarifying a group's power relative to the larger system

Asterisked issues were subsequently covered in the last half of the session. The leaders asked the group to brainstorm intervention strategies which could be used to deal with power struggles and conflict resolution and which could be used by group members in a variety of roles (chairperson, facilitator, group member, external consultant, or "management" -- power source from without, in the larger system). The ideas follow:

1. State one's observation of what is happening. This is a "surfacing strategy."

2. Share one's feeling about what is happening.

3. Manager: call in the two parties and issue an ultimatum.

4. Chairperson: propose a solution or negotiate between the two conflicting parties.

5. Facilitator: talk to the conflicting parties outside of the group.

6. Collect data from all group members and feed it back to the group (e.g., "The biggest problem this group has is.....")

7. Meet the implicit power needs of the conflicting parties in other ways (e.g., acknowledge their helpfulness in the group, support each party).

8. Fire one of the individuals, or seek a resignation.

9. Bring in a process observer to work with the group on conflict resolution.

It sometimes happens that a group is not supportive of strategies for problem-solving. A group member who wishes to initiate a problem-solving approach must keep in mind that the success of such an intervention depends on the level of risk-taking within the group and on the willingness of the group to work out problems. It helps set the tone for problem-solving if, at the outset, members participate in reflecting feelings and clarifying situations.

However, if group members are reluctant to become involved with the group, or act to block effective group interaction in other ways, the situation should be surfaced directly and acknowledged by the group. Ignoring the situation will not improve it, and may create more stress than the overt acknowledgement of the problem.

The leaders continued the session by asking participants to brainstorm strategies for changing ineffective group customs. Sample customs or procedures which may require change are: agenda building and responsibility for forming the agenda, outmoded procedures that will no longer comply with new guidelines, and persistent interruptions from group members unaccustomed to following rules of order. Some suggested solutions for these problems included:

1. Call in an outside expert to facilitate the group change.

2. Clarify procedures within the group.

3. Check out group satisfaction with presently-existing procedures (one may find rampant dissatisfaction that has remained unstated).

4. Build a review and reflection period into the regular group process.

5. Designate a process observer to provide the group with feedback.

6. State one's own feelings about the need to change.

7. Brainstorm strategies within the group.

8. Suggest a trial period for a new strategy, then review its effectiveness.

9. Clarify group expectations, i.e., group procedures must be tied in group goals.

10. Suggest site visits to other settings, to reinforce modeling of effective group interaction.

The leader's final comments clarified the crucial operating procedures within a group and described two instruments which can be used to diagnose group problems and readiness for intervention. The list of crucial operating procedures included:

1. Make the implicit explicit.

2. Give ownership of group problems to group members. Outside consultants must bring the group focus on its own process. In other words, "until the group and its manager agree to work on problems, bringing in an outside consultant to help is like pushing on the end of a rope."

3. There are always more options than one thinks to effectively intervene in a group. Keep one's imagination active.

4. Team building generally requires active thought and intervention by group members.

The diagnostic instruments described were the *Team Development Scale*, which can be completed by the group leader or the entire group membership to pinpoint problems within the group and the *Team-Building Checklist*, which answers the following questions for a group: how needy is the group? Is the group prepared to change? Is an outside consultant needed?

The leaders also provided participants with a number of recommended references for continued reading on the subject of group process.

Team Building by Dyer. Published by Addison-Wesley.

Managing with People by Fordyce and Weil. Published by Addison-Wesley.

Learning to Work in Groups by Miles. Published by Teachers College Press.

HANDOUTS

Team Development Scale by William G. Dyer

Team-Building Checklist by William G. Dyer

SESSION #20

DELIVERING SPECIAL EDUCATION SERVICES IN RURAL AREAS

FOR: *Rural special educators, both administrators and practitioners*

PURPOSE: *To learn about service delivery models used effectively in rural areas, to better understand difficulties in serving these areas and populations*

FORMAT: *Group activity, overview presentation, group problem-solving*

SESSION LEADERS: *Marian Grogan, NaLDAP*
Polly Feis, Nebraska CSDC

Marian Grogan and Polly Feis led an open discussion centering on specific problems that participants face in delivering special education services to rural areas.

A participant from a large, northwestern state mentioned a reluctance on the part of school administrators to accept special education services. The administrators apparently anticipate trouble from local parents if it is suggested that their children have learning disabilities and are in need of special education. Ms. Feis suggested that one solution might be the creation of a state level advisory council -- such as Nebraska's Advisory Board Council -- which would deal with such issues as the gaining of administration support and the lending of credibility to special service efforts.

How can special educators help increase parental support for special services on the secondary level? How can a special education program effectively serve a widely scattered rural population? How can special education needs be filled when there is a dearth of professionals, even though funds exist to pay them? The Wyoming project, it was suggested, might supply answers to these three problems common to rural communities.

Paraprofessionals -- trained by special educators to work as tutors under the supervision of itinerant LD teachers -- are an effective answer in Wyoming to several special education needs. Where parents would rather have their teen-age children work than remain in schools for learning disability treatment, the paraprofessional can relate on a parent-to-parent basis and can be persuasive in the decision to have a child remain in school. In an interesting twist on the Wyoming plan, the Idaho model uses school principals to cover special education services in situations where

trained LD personnel are scarce; school administrators serve as key members of the special education delivery team at each school. Wyoming, however, has the opposite problem of most rural areas -- they have more qualified professionals and paraprofessionals available to staff positions than they can afford to hire.

As a wrap-up, Ms. Feis described the Nebraska special education program. It began with a small group of special educators trying to train classroom teachers to refer students for diagnostic work-ups; the group then trained the teachers to implement special programs for students with learning problems. The program expanded to include children with other handicaps, linked up with other federally-funded projects (e.g., Title I), and became the coordinating body for special education in the state.

The session concluded with participants and session leaders meeting for individual discussions.

SESSION #21

IMPROVING THE FIELD: PANEL DISCUSSION

FOR: *All interested participants*

PURPOSE: *To follow up on Dr. Reynold's banquet address; to hear reactions and to clarify recommended directions*

FORMAT: *Panel discussion and participant reaction*

PANEL MODERATOR: *Max McConkey, NaLDAP*

PANELISTS:
Maynard Reynolds, University of Minnesota; NaLDAP Advisory Board
Don Stedman, University of North Carolina; NaLDAP Advisory Board
Earl Davis, Tennessee CSDC; NaLDAP Advisory Board
Irene Nassor, Virginia CSDC
Rosa Hagin, New York University CSDC

Max McConkey introduced the session by indicating that the goal would be the discussion of issues raised in Dr. Reynold's banquet address. After the panel members were introduced, it was explained that each panelist would have the opportunity to make a statement about any aspect of the address; then the session would open for discussion.

Don Stedman indicated that the topic of the address -- getting back to basics -- characterizes the field's present status. One of the biggest problems of special education demonstration projects, he felt, is their tendency to outrun the available research technology; this is especially true of IEPs.

Dr. Stedman then discussed some of the "more oblique aspects" of the "getting back to basics" idea. He suggested that the priority for CSDC projects should be the infiltration of generic services into the community; a project is only partially successful if it helps individuals alone and does not change the delivery of educational services in the community.

He also suggested that in the main body of education, "back to basics" means back to the good old days. This view reflects resistance to new programs and makes it difficult to reach goals. This situation also requires that special educators be tougher-than-ever advocates in order to have an impact on the community.

A second aspect of Dr. Stedman's "back to basics" discussion dealt with the day to day function of the projects. He cited the tendency of project leaders to bite off more than they can chew, especially in the first year of funding.

Dr. Stedman encouraged project directors to select one or two attainable goals that match the needs of the host organization or community. He suggested that projects should concentrate on doing well and on moving their procedures into the mainstream of education.

Rosa Hagin began her statement by mentioning the opportunities, hazards, and challenges that Dr. Reynolds discussed in his banquet address. *Formalization* of the field -- which has occurred in response to new laws -- was the first hazard discussed. Dr. Hagin emphasized that the IEP, for example, does not guarantee "mutual educational commitments." She also suggested that mere compliance with the technical aspects of the law may direct individuals away from the search for problem causes.

The second hazard Dr. Hagin discussed was the *technicalization* reflected in vocabulary. She suggested that surface concerns with jargon keep the field from dealing with the depths of knowledge, and she also expressed concern with the apparent "homogenization of materials" that do not seem to reflect new forms and fresh ideas.

With the introduction of the third hazard -- *classification and categorization* -- it was questioned whether some categories of students (e.g., EMRs) actually exist. The definition of LD was the center of considerable concern. Dr. Hagin noted that its exclusions ignore the realities of the classroom and the clinic: how can emotional reactions to failure be separated from failure itself? should minority children be excluded simply because they belong to a minority group? She also suggested that categorization forces schools to use labels and discourages preventive work. Stress on categories tends to de-emphasize the study of important concepts, such as critical periods for learning, and that, as a result, lessens the impact of the field on the total educational program.

In conclusion, Dr. Hagin suggested that priorities be changed. She urged the return to fundamental knowledge in both development and in the training of educators. "Special education should be less of a provider and more of a trainer; less of a salesman and more of a consultant. The successful special educator is a scholar, a reader, and a thinker."

In commenting on the banquet address, Irene Nassor related her personal observations. She noted a trend toward resistance to special educators in the schools and suggested that possible reasons for this might center on the cost of CSDCs and on lack of progress in curing learning disabilities. To correct the attitudes of resistance, she emphasized that projects must use special care in doing things right.

Mainstreaming is important, but Ms. Nassor stressed special educator awareness of regular educators' feelings. She suggested that CSDCs realistically limit themselves and should do intensive follow-ups and that consultants should be available at all times. Teacher training is inadequate, she noted, and training methods should be improved.

There are problems with labeling, Ms. Nassor believes. An example of one such problem is the failure to diagnose all LD children. Time is important in providing complete information about a child, and she recommends one to two years for an adequate information picture.

She concluded by emphasizing the need for projects to realistically limit their scope. To make an impact in the field, projects should tighten their goals and avoid making fast changes. Such steps might help avoid the future question: "Do you remember when LD was big?"

Earl Davis introduced his statement by suggesting that "teacher-lexia" may be the actual cause of many problems. He suggested that the basic problem facing LD projects is attitude change. Because most of the money from Public Law 94-142 goes through state and local education departments, SEAs and LEAs will be able to influence the special education training provided by colleges and universities. He suggested that the idea of "back to basics" may be more actual than philosophical, and that the funding pattern may bring us back to basics more quickly than we might like.

"There is not enough emphasis on the affective domain," Dr. Davis said, and he argued that the field is too caught up in cognitive development. He stressed the need to return to basic terminology.

In summarizing his presentation, Dr. Davis proposed four needs: 1) the need to continue strong pre-service educational programs; 2) the need for more effective inservice training with emphasis on skills for working and interacting; 3) the need for continued research; and 4) the need to bridge hypothetical constructs that go into the development of tests and the resulting academic programs.

Before opening the floor to discussion, Mr. McConkey suggested two conflicts that must be resolved: conflicts in the community and conflicts between the demands placed on special educators and what they feel to be important.

Dr. Reynolds responded that "back to basics" is a very practical matter." He said that the special education field can avoid pendulum swings by thinking about what it wants to do and developing a basic undergirding that does not blow with the wind. "The field must create accountability in the community," he said. "The field must be alert to trends and the future -- maintaining old ways is not the way to stay alive."

Dr. Stedman then suggested that the institutions most in trouble today are those that have been unable to communicate to the public what they are doing. "Without such communication, the public can only look at outputs of the institutions to judge them." He suggested that CSDCs must act as intermediaries; they should be shuttlers between the knowledge development team and the user team. "Unfortunately, there is not a good connection between needs assessment for research and what researchers do. CSDCs can help reduce this problem. A drawback for most CSDCs is that they are hooked to public school systems with problem budgeting."

Mr. McConkey then opened the floor to audience participation.

Two session members asked panelists to comment on the forced compliance of Public Law 94-142, its impact, and how paperwork might be decreased to allow educators time to get back to the business of serving children.

Dr. Reynolds noted that "education has a tendency to do things massively." When something has been done well, he suggested that it be documented. "In this way, there will be an impact on the situation -- on the way people think and begin to act. Only a few places need to show that it works to make the entire educational field accountable." Dr. Reynolds noted that during this period, care must be taken to avoid creating negative attitudes in the community. "CSDCs must be careful and responsible."

Dr. Stedman added that CSDC directors should begin to move for change by determining their boundaries (school system, community, etc.) and then by contacting the two or three most influential sources within those boundaries (e.g., school board, the mayor's wife).

Another session member asked for suggestions how CSDCs can have an impact at higher levels -- with Congress, for example.

In response, Dr. Hagin said that the child is a potent force. CSDCs must have good delivery of services in order not to lose this most important source of influence, and she added that CSDCs must learn to trust parents more.

If credibility is created with parent and child, Dr. Davis said, it will have influence at higher levels.

California CSDC System Coordinator, Anne TeSelle, commented that a well done, carefully planned team approach will give CSDCs an impact on the child and the community. She stated that the most important goal must continue to be the child. "Requirements for IEPs should be met only if IEPs are done correctly."

Dr. Reynolds noted that "the field must be sensible in serving children; it should not allow itself to be totally consumed by laws." And Dr. Stedman suggested that the IEP is basically a performance contract to see whether educators do what they say they will do. The trust must be at state and local levels, he continued, with a network like NaLDAP to tie the independent organizations together.

A session member noted that the ability to influence people is an extremely important skill, and Dr. Davis suggested that two keys to such influence might be: 1) a positive approach in dealing with credibility, and 2) responsibility for working with parents.

In concluding the session, Mr. McConkey cited two major needs in the field of special education: an emphasis on competence and quality and the need to simplify.

SESSION #22

PACKAGING AND DIFFUSING YOUR DEMONSTRATION PROJECT

FOR: *Participants engaged in diffusing programs and practices developed by demonstration centers*

PURPOSE: *To review the steps and guidelines for effectively working with adopters, including issues such as identifying target groups and project components, negotiating adoption agreements, conducting needs assessment, and preparing awareness and training programs*

FORMAT: *Presentation and group activity*

SESSION LEADERS: *Marty Williams, NaLDAP*
Diane Lassman, The EXCHANGE, Minneapolis

Marty Williams opened by stating that the purpose of the session would be to give an overview of what packaging and diffusion involve and then to determine where the participants were on the continuum of diffusion and packaging of their demonstration projects. She stated that four modules had been planned and that the manner and method of their presentation depended on the issues, interests, and concerns presented by the group.

To provide a common framework for the participants, four important aspects of diffusion were presented: 1) awareness of goals, 2) identification of program components available for diffusions, 3) planning for diffusion-related management, and 4) preparation of staff and materials.

Participants were asked to fill out a diagnostic checklist of activities which tapped perceptions of project strengths and weaknesses regarding diffusion. Initiation, implementation, and integration were the major areas of diffusion addressed in the checklist. Within each stage, specific issues were discussed in terms of 1) activities presently engaged in, 2) activities that need to be incorporated, and 3) activities not in keeping with project or program objectives.

Following completion of the checklist, the questions and needs of the participants were defined. The session was then divided into two working groups; one group focused on problems with initiation (needs assessment and negotiation with adopters) and the other dealt with integration (commitment and the building of local support).

Specific issues and problems raised by participants were discussed within each group with the intent of providing helpful feedback for individuals who shared similar projects. Participants were able to compare stages of development and to receive direction from other group members and the session leaders.

The working group activities were summarized toward the end of the session, and the general diffusion guidelines were reviewed.

Diane Lassman and Ms. Williams concluded the session by reinforcing the critical need for early goal setting and planning for periodic objective review to determine if objectives are within the scope and resources of the project.

HANDOUTS

Diffusion Planning Packet -- An Instructional-Assessment Instrument for Educators Engaged in Program Diffusion

SESSION #23

HELPING PRACTITIONERS LOCATE AND USE RESOURCES

FOR: *Teachers, diagnosticians, counselors, and others who deliver direct services to children*

PURPOSE: *To introduce a wealth of information resources that can be locally accessed on instructional materials, teaching techniques, tests, and evaluation instruments; to orient participants to the ERIC system (including Exceptional Child Education Abstracts) and training in how to use it*

FORMAT: *Instruction, case study, and small group discussion*

SESSION LEADER: *Linda Stevens, NaLDAP*

In opening the session, Linda Stevens stated that her purpose was to teach participants where and how to find important information. She listed and described existing validated resources that practitioners can use.

Government funded agencies are:

1. The *National Diffusion Network (NDN)* is a nationwide system established to insure that school districts and other educational institutions may acquire whatever materials or assistance they need to incorporate improved practices into their current educational programs. The NDN operates through the interaction of two kinds of funded projects -- Developer/Demonstrators and State Facilitators. Developer/Demonstrators (D/Ds) are staff who were involved in the original development of a number of exemplary educational programs. A D/D designation means that the project staff are receiving federal funds under the NDN specifically to provide materials, training, and technical assistance to interested adopters. The number of D/Ds at a given time is determined primarily by the available resources.

   The second funded component of the NDN is the State Facilitator (SF), the primary link between educators with needs and D/D staff. At present, all but three states have one or more State Facilitators. SFs first create awareness, within their state or region, of the existing exemplary educational programs -- particularly those funded as D/Ds. SFs then help interested school districts to match their local need with an appropriate exemplary alternative and to acquire necessary information,

training, and implementation assistance. As a result of these roles, SFs should serve as the major contact point for accessing the programs. In addition, many SFs provide extensive help to local school districts in developing and implementing strategies for planned change.

2. *National Institute of Education (NIE)* has funded hundreds of projects and has validated many of them. It has not compiled a descriptive document detailing and evaluating these projects. NIE services are not limited to the field of learning disabilities.

Information resources, other than federally funded sources, are:

1. *Regional Resource Centers* which are almost entirely Special Education oriented and have had some of their materials commercially published.

2. *National Instructional Material Information System (NIMIS)* which originated at Ohio State University and is now located at The University of Southern California. Access to information is through one's state department of education; there is a six-month wait for information. In theory, one can receive individualized, instructional materials by submitting a description of a student's characteristics.

3. *Educational Product Information Exchange (EPIE)* was described as the "consumer report" of instructional planning. EPIE provides an evaluation of programs and materials via a standard format, with a description of each program's objectives, rationale, and materials, and with an evaluation in terms of fairness and biases.

Ms. Stevens demonstrated a simulated computer search using a participant-suggested topic, "Parent Training." The computer provided a number of descriptors to be used in the search as well as a number of sources under each term.

HANDOUT

List of Regional Resource Centers as of 10/5/77